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ABSTRACT

A survey of the reading choices made by academically gifted secondary school students was conducted in 1978 to determine if these choices differed from those revealed in a survey undertaken at the same school in 1973. It was hypothesized that there would be only minor changes in patterns of interest by grade. A total of 172 students completed the survey. They were given oral instructions to consider only topics they chose to read about, outside of school assignments, when they read for pleasure or for personal information. They were also asked to report only on subjects about which they had read during the current school year. The hypothesis of the study was not proven. There were large changes in reading interest and choice patterns between the two survey periods that could not be accounted for by differences in the population surveyed. However, although there was little relationship in percentage patterns of reading interests, there was some consistency in general trends. Topics that were popular in 1973 were popular in 1978, but the strength of student interest varied. (FL)

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Number 5

The Reading Interests of Gifted Students and Curriculum Adaptations in the Secondary School: A Comparison Over Time

Joan E. Van Nord

May, 1980

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INTRODUCTION

Over the years, there has been a plethora of studies of the reading interests of children and adolescents. Perhaps the most famous of these is George Norvell's The Reading Interests of Young People (1950, 1973). Other studies have been summerized in Purves and Beach (1973) who show that previous reading interest studies point mainly to differences in interest according to sex and age. Readers of these studies have assumed that taste in literature is stable for young people and have gone on to plan curricula, build anthologies, and make selections for libraries and classrooms. Yet we are well aware that adult tastes change; why should we assume stability in children or adolescents? In order to explore this question, reading interest surveys were administered to students at a laboratory school for academically talented students in 1973 and 1978. Although the actual children differed, some of their characteristics (intelligence, age range, ethnic grouping, sex-ratio, and socio-economic status) remained stable. For this reason, a comparison is justified and the results of that comparison may shed light on the question.

Alan C. Purves

PURPOSE

A survey of the reading choices made by University High School students was administered in May, 1978 to all students. The purposes of the survey were:

1. To compare these choices to the reading interest survey done in 1973 in order to test the hypothesis that in the five year interval there would be only minor changes in patterns of interest by grade, and
2. To obtain a profile of reading choices by grade and sex which could serve as a guide to the classroom teacher in planning at what level of the curriculum specific topics are of most interest to students.

METHOD

The survey (see Appendix I) was administered to all students during their English class within a three day period. The oral instructions to the students emphasized that they were to consider only topics they choose to read about outside of school assignments--pleasure reading or personal information. They were also asked to report only on subjects which they had read during the current school year. Completed surveys were scored by the University of Illinois Office of Instructional Resources using the SOUPAC statistical package.

SUBJECTS

All students participating in the survey were enrolled at University High School, a part of the Curriculum Laboratory of the College of Education of the University of Illinois at Urbana-Champaign. This experimental high school, devoted to curriculum development and research, enrolls only students of high ability. The school offers an accelerated program in which students complete a six year course of study in five years with the combination of grades seven and eight into one year. This 7/8 combination will be referred to as grade seven.

I would like to thank Charlene Tibbetts for her editorial assistance.

The average age and Lorge-Thorndike scores of the participants were:

	Girls				Boys			
Grade	Number	Average age	Verbal	Nonverbal	Number	Average age	Verbal	Nonverbal
7th	26	12 yr. 11 mo.	125	137	25	13 yr. 2 mo.	128	140
9th	18	14 yr	131	138	31	14 yr. 1 mo.	133	141
10th	16	15 yr.	128	137	13	14 yr. 1 mo.	131	145
11th	12	16 yr. 1 mo.	132	135	10	16 yr. 1 mo.	131	135
12th	8	16 yr. 9 mo.	136	141	13	16 yr. 11 mo.	136	139

RESULTS

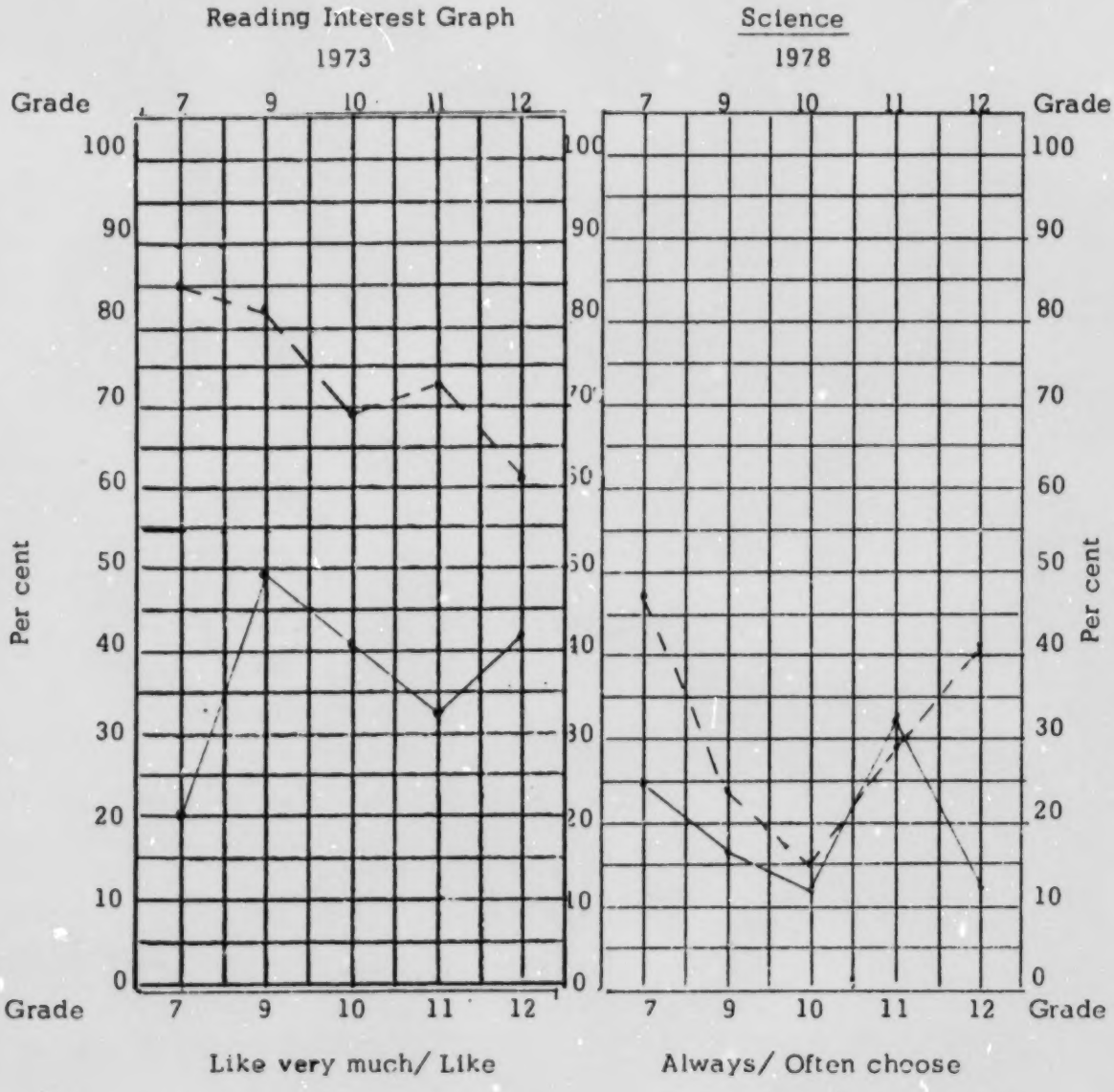
Comparison of 1973/1978 responses

The studies administered to students in 1973 and 1978 were essentially the same. However, in 1978 students were asked which type of book they chose to read rather than liked to read. Such a change in wording implies action on the part of the student rather than a liking for a particular type which they might or might not actually read. This change in wording probably accounts for the somewhat lower percentage of students who stated that they chose a particular topic to read. Additionally, several topics were added to the 1978 survey. There were: Aviation, Computers, Gothic Novels and Short Stories.

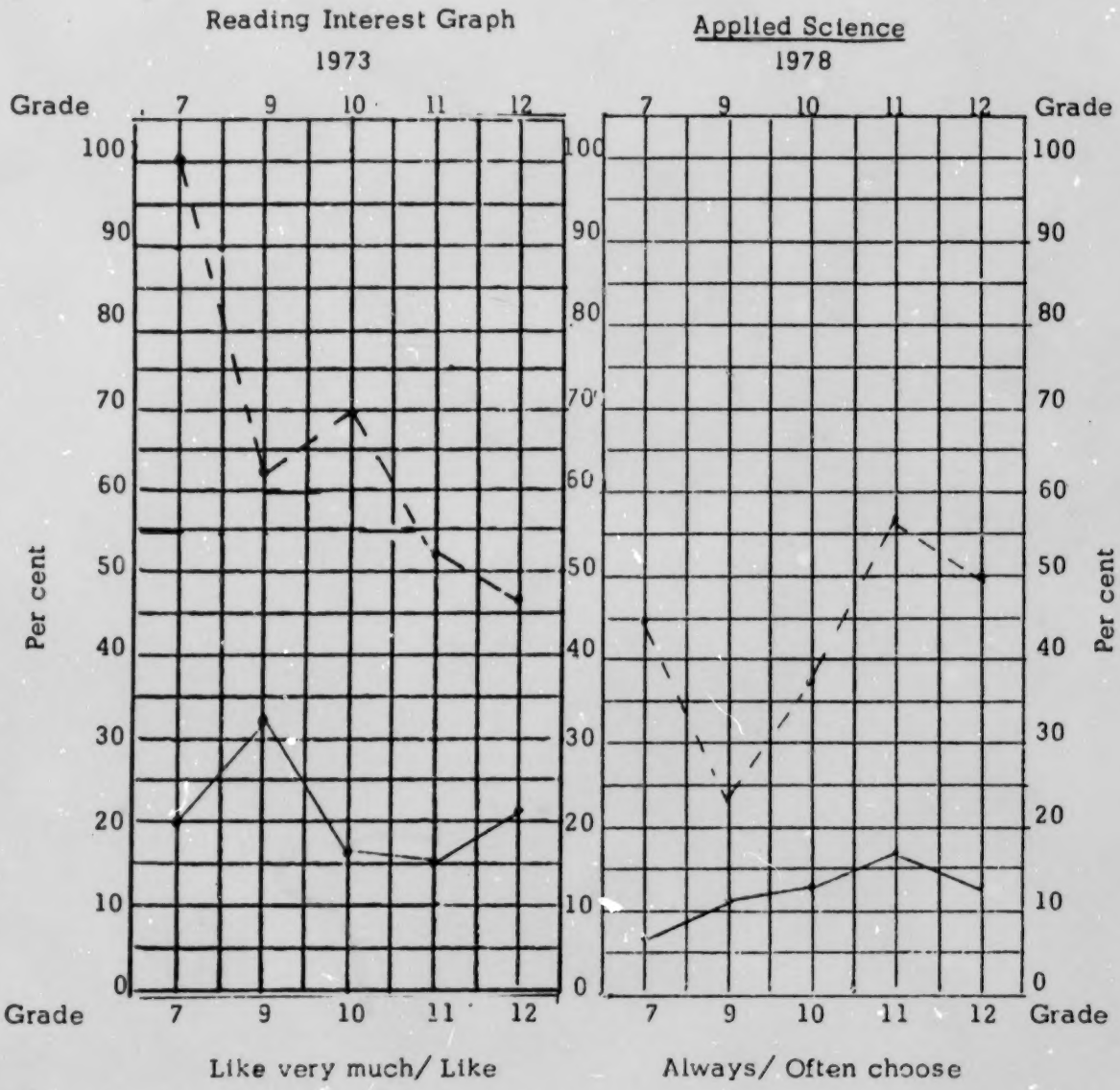
The graphs which follow provide a visual presentation of the percentage of students who in 1973 responded that they "like very much" or "like" the topic. The 1978 survey presents the percentage of students who responded they "always choose" or "often choose" the topic. The two positive responses were grouped into one figure on the graph in order to include all students with positive feelings about each subject. An attempt has been made to group the graphs into somewhat related subject areas to aid in the comparison of topics which may be closely related within the curriculum.

The curriculum area of science was represented by several topics. The broad subject area of Science shows a similarity of choice patterns for boys and girls

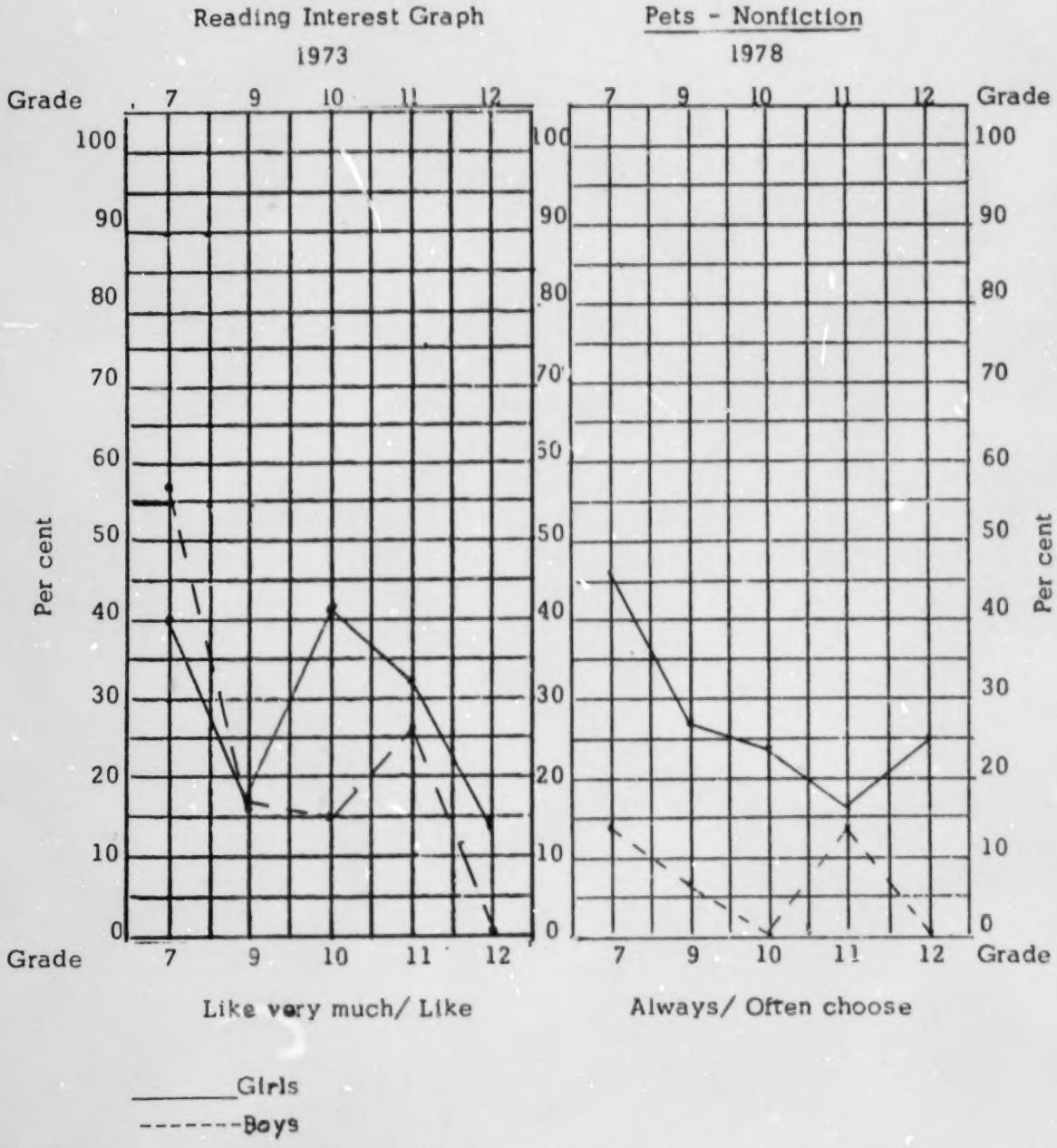
which was not evident in the 1973 study. For boys as well as girls in 1978 selection declined from the seventh grade through the tenth after which there was a rise with choice patterns for boys and girls diverging at the twelfth grade. In relation to the other subjects the boys in 1973 ranked Science reading as one of their top choices; in 1978 they ranked it moderately high. Girls ranked Science moderately low.

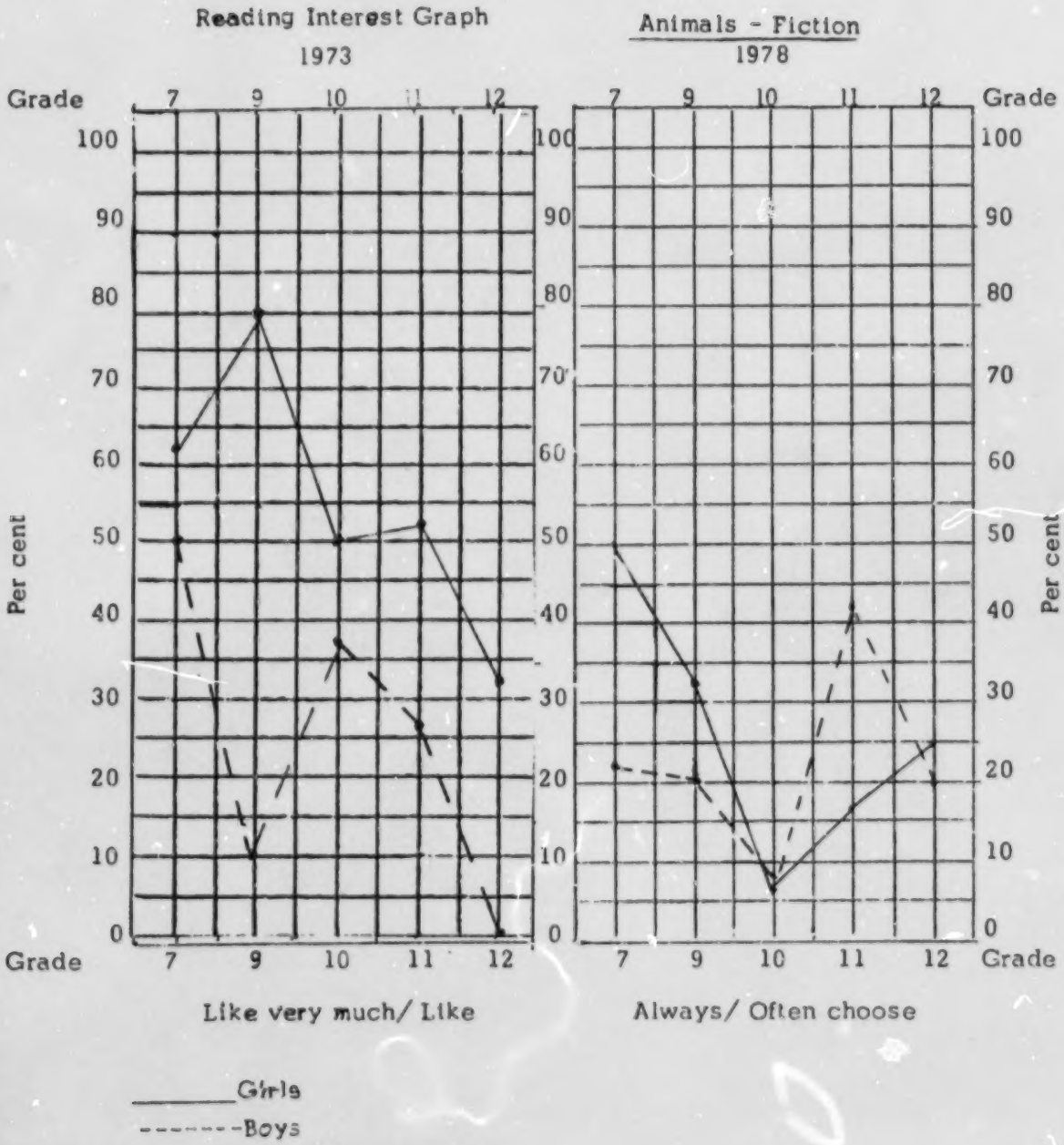


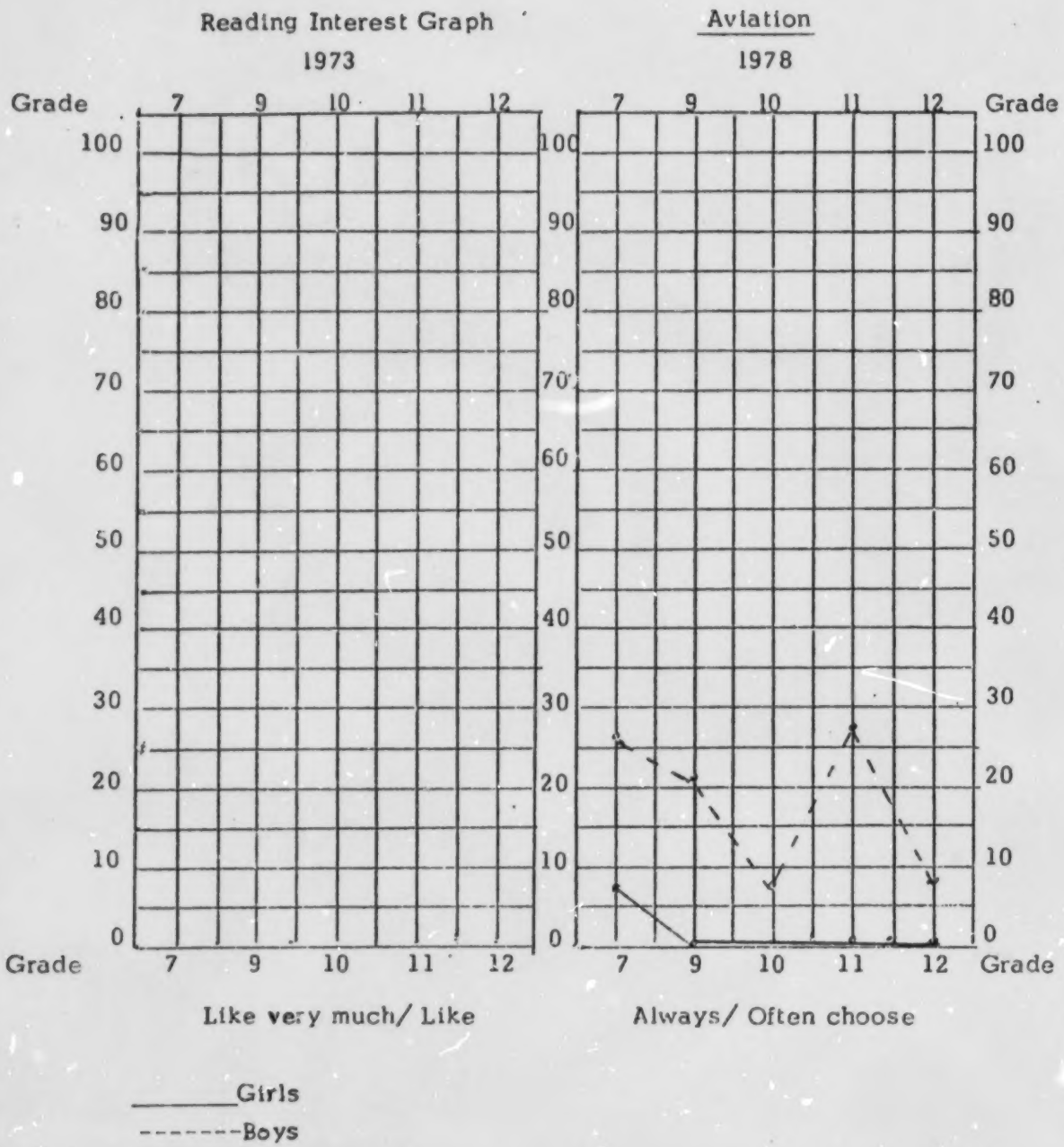
Interest in reading about Applied Science for both boys and girls in 1973 and 1978 showed little relationship. This topic was a top-ranked choice for boys and a low-ranked choice for girls.

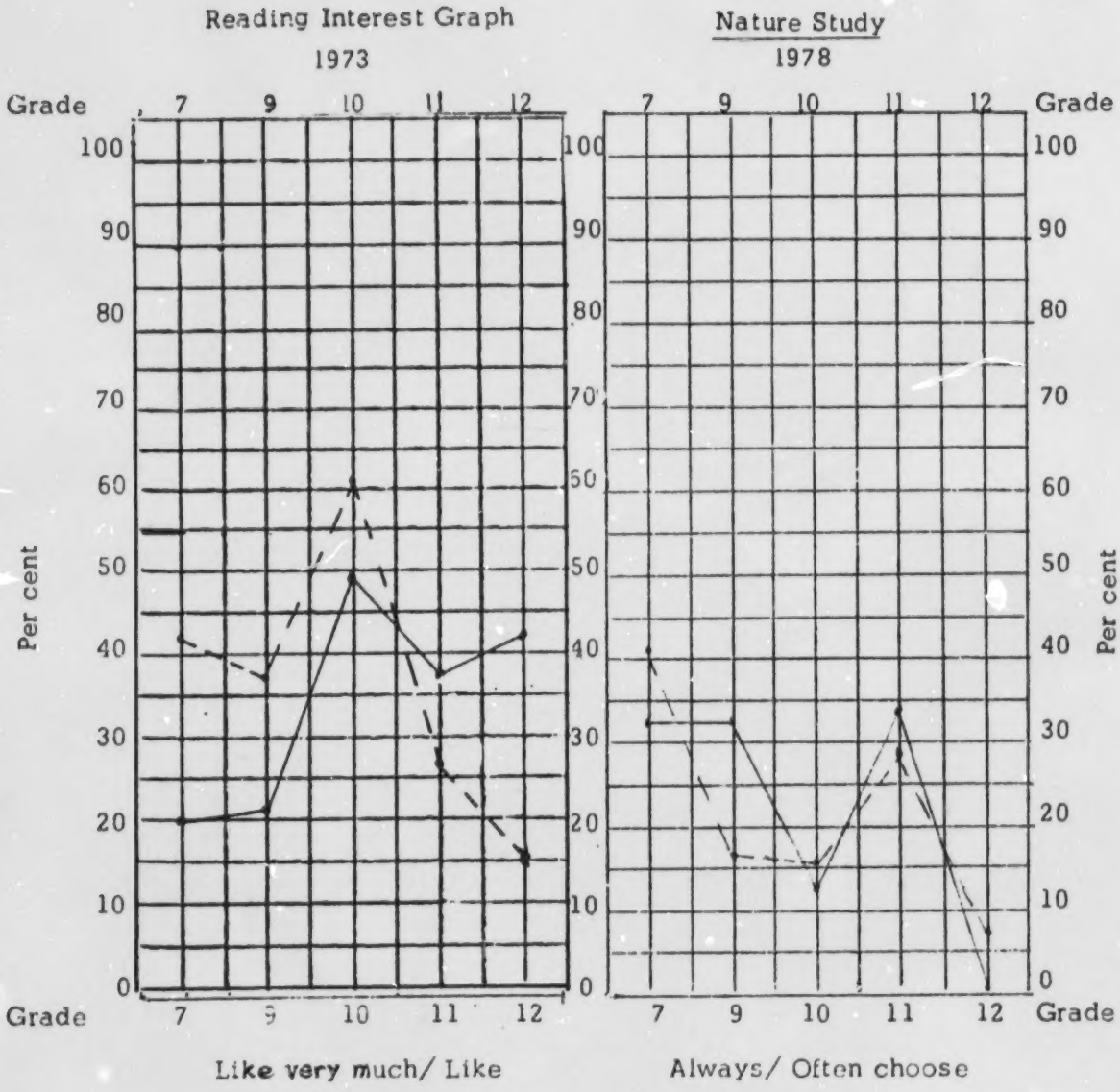


Students were asked about their interest/choice in several other areas which are related to science: Pets, Animal Fiction, Nature Study, Computers and Aviation. The last two were new topics in the 1978 survey. Neither boys nor girls indicated a strong interest/choice in any of these areas with the exception of seventh and ninth grade girls in 1973 who indicated a strong interest in fiction about animals.



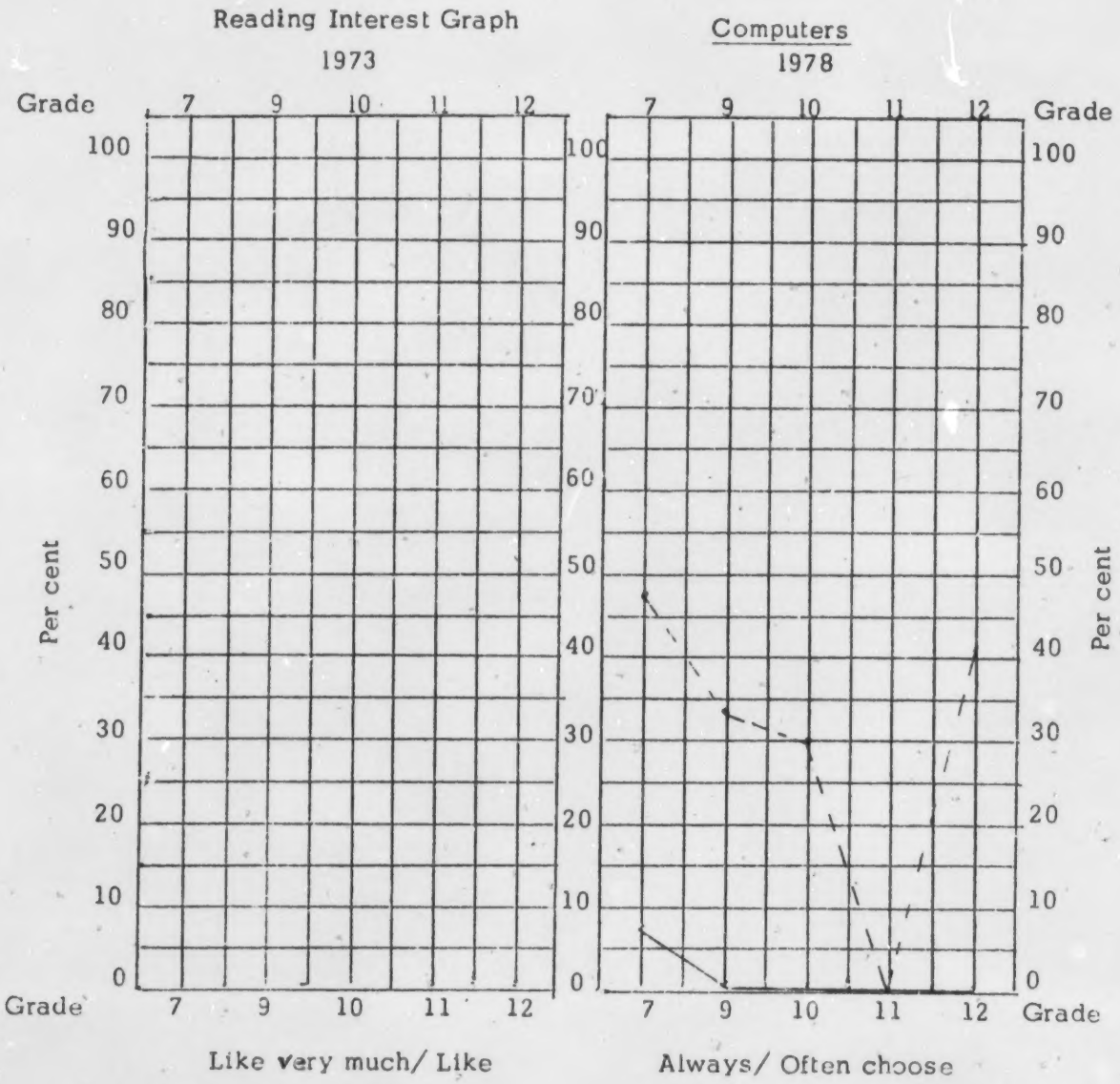

Reading Interest Graph
1973
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Per cent
Grade
7 9 10 11 12
Like very much/ Like
Girls
Boys
Animals - Fiction
1978
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Per cent
Grade
7 9 10 11 12
Always/ Often choose


Reading Interest Graph
1973
Aviation
1978
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Like very much/ Like
Always/ Often choose
Girls
Boys

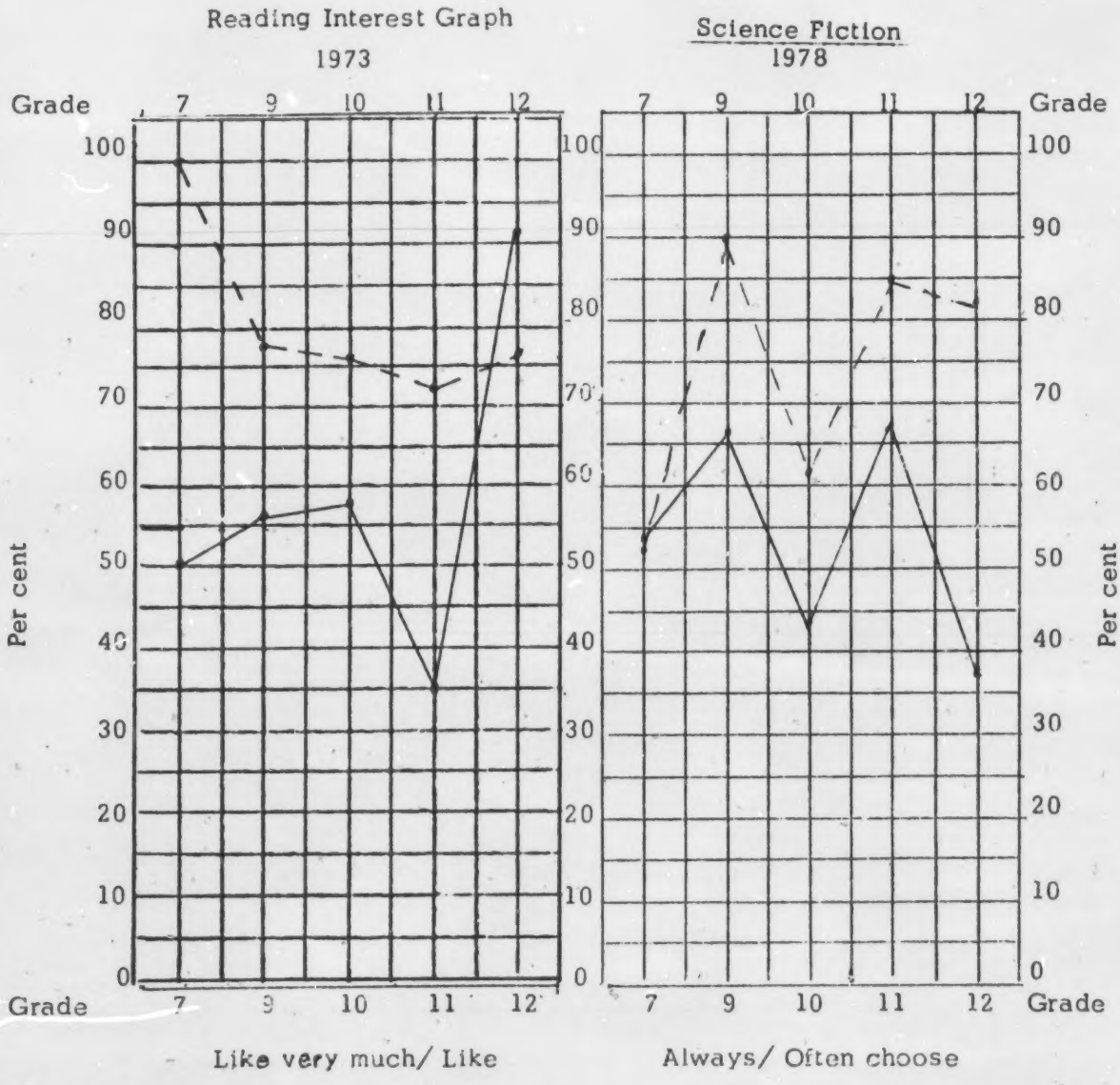


The topic Computers was added to the 1978 survey because the school offers courses in this area and the students have the use of PLATO terminals. All boys except those in the eleventh grade chose to read about computers and such reading was a top-ranked choice. The girls, who must also take a computer course, indicated no interest in the subject.

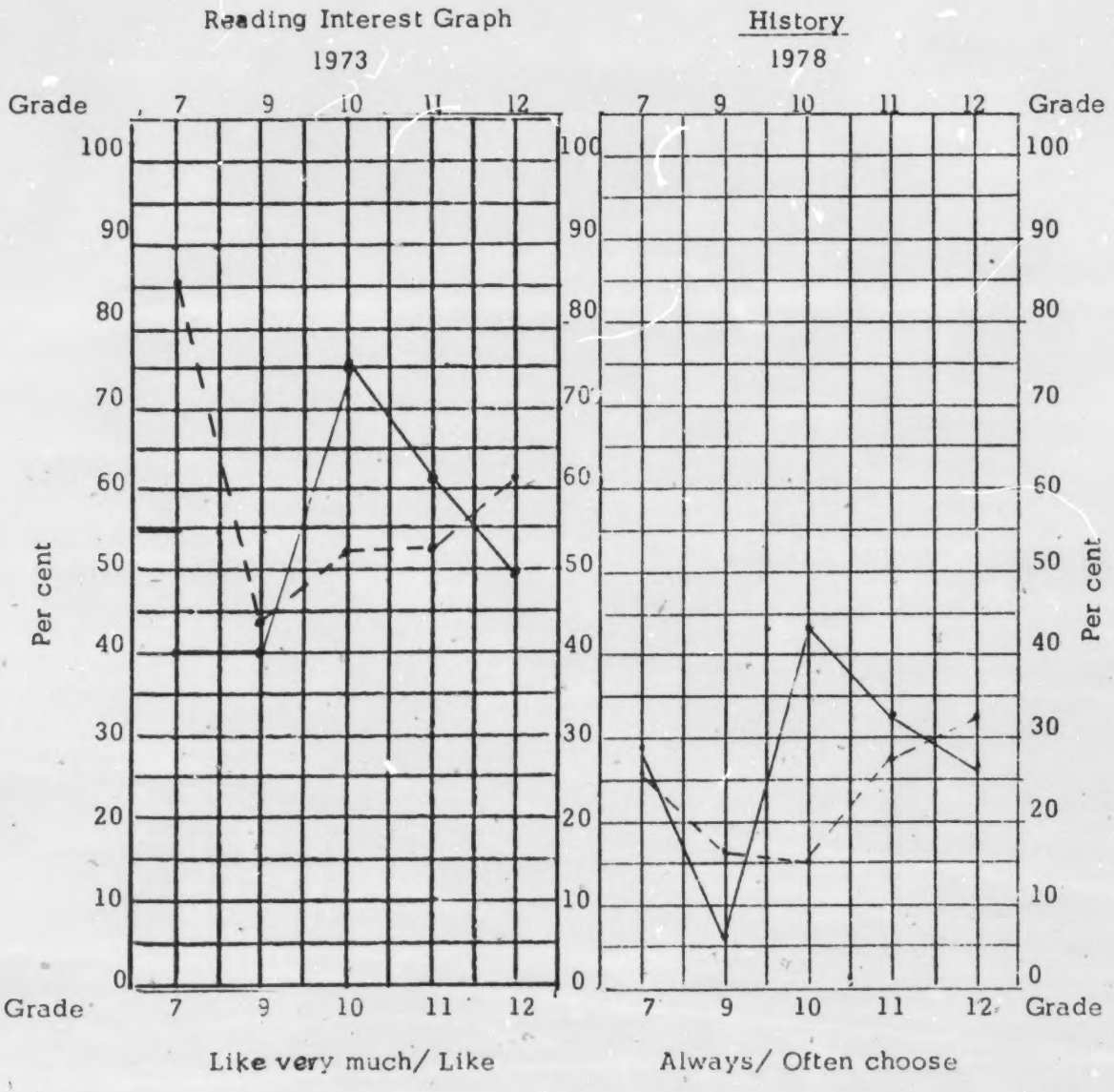
There was not the consistency of patterns of choice between 1973 and 1978 expected. If all of the reading interest graphs in the broad area of science are examined they are consistent by sex. The current general trend for boys is a somewhat declining interest/choice from the seventh through tenth grade which again rises to a peak at the eleventh grade and then drops off. The overall pattern for the girls is not as consistent except to indicate that most areas of science do not particularly interest them.



Students were asked about one other subject somewhat related to science--Science Fiction. Student interest in Science Fiction bears little relationship to their interest in other areas of science. Boys liked and chose to read Science Fiction more so than any other area of scientific reading: they ranked it among their top three fiction reading choices. Girls showed more interest/choice in



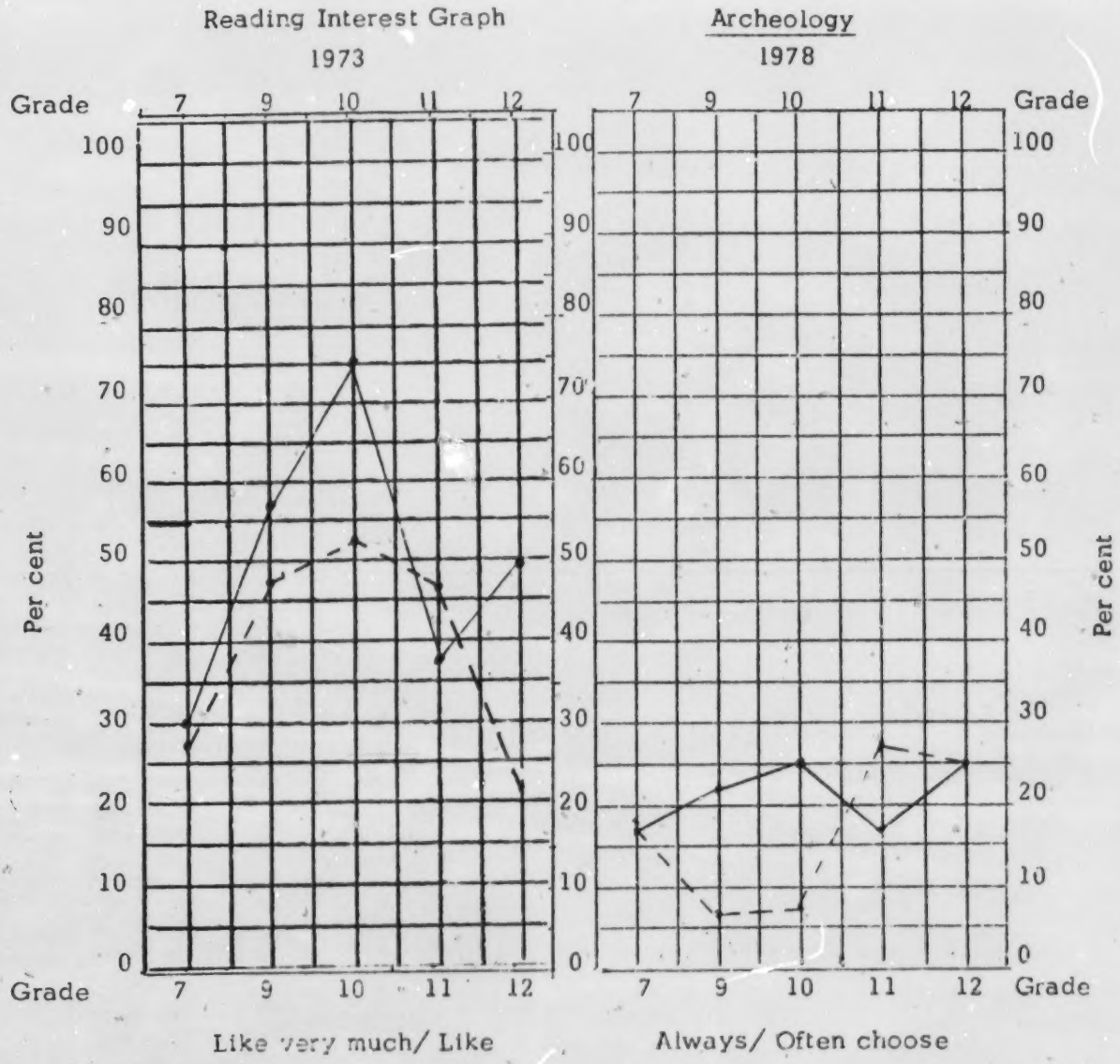
Science Fiction than in any other area of science, but their interest was not as strong as that of the boys. Girls in 1978 ranked Science Fiction in the mid range, anywhere from third for eleventh graders to ninth for seniors.



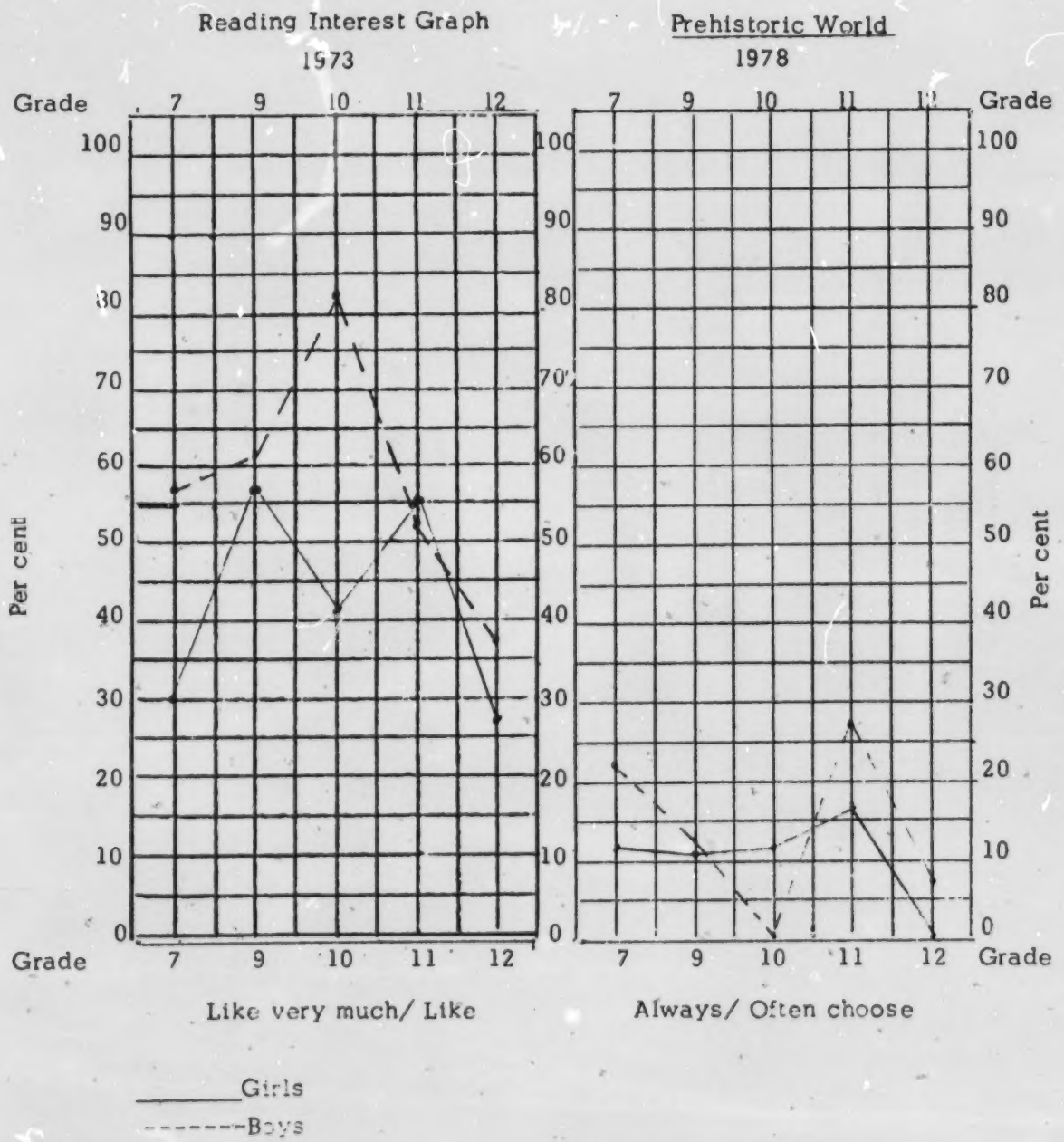
The curriculum area identified as the social sciences was represented by several topics. Responses to these varied widely and did not show the similarity of patterns found in the sciences. The graph shows a similarity of interest/choice patterns for both boys and girls in 1973 and 1978 for the subject of History but

a difference in absolute ranking. Girls showed the strongest preference in the tenth grade when History was the first-ranked subject. Eighty-five percent of the seventh grade boys in 1973 liked history books; they ranked them second among the non-fiction topics. Although a lower percentage like history at the twelfth grade, it was ranked number one by these boys. Boys' interest in History was rising at the twelfth grade; for the girls it was declining.

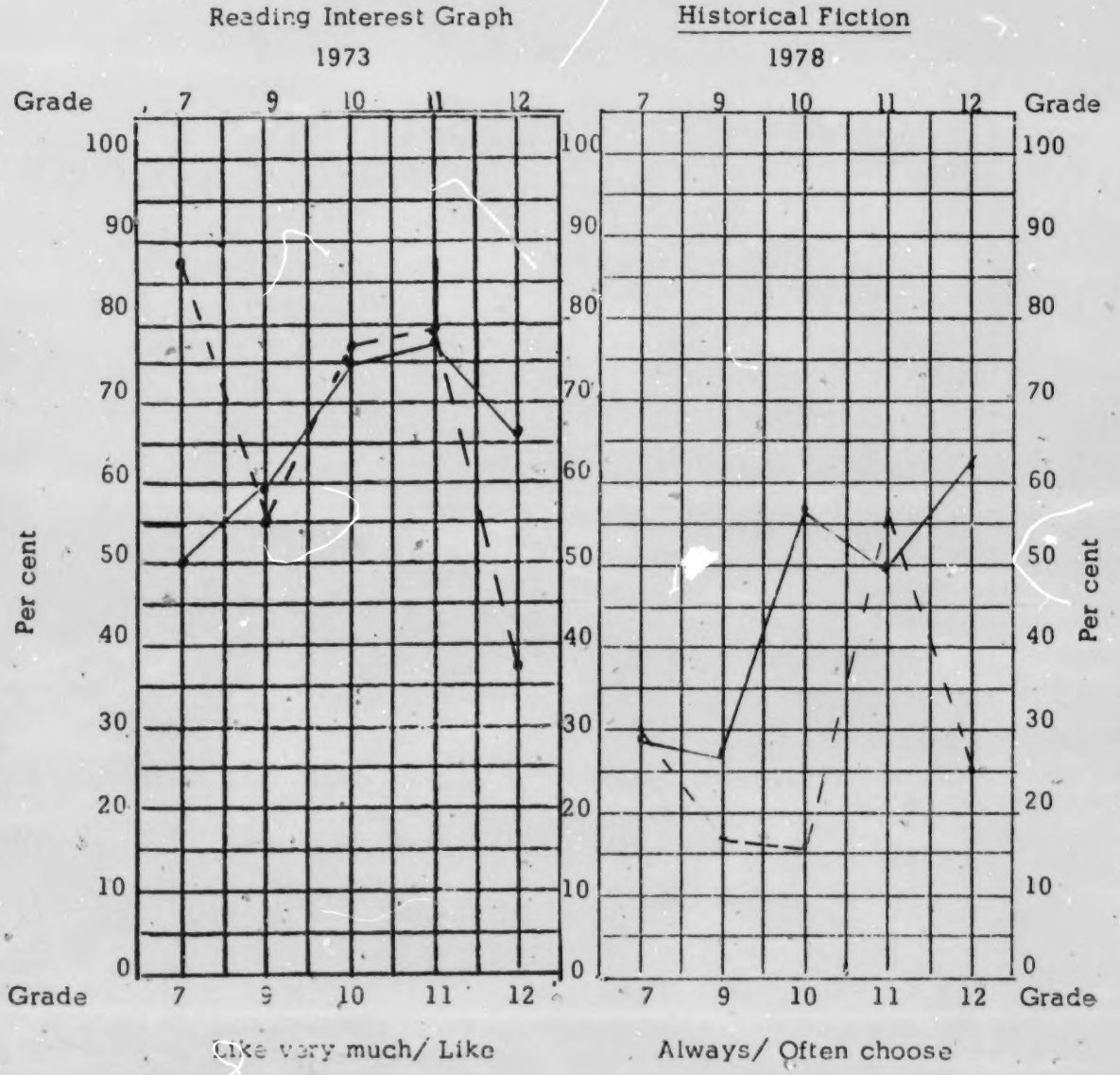
Student interest in reading about Archeology and the Prehistoric World shows



little relationship between 1973 and 1978. Both topics ranked low in choice for both boys and girls in 1978.

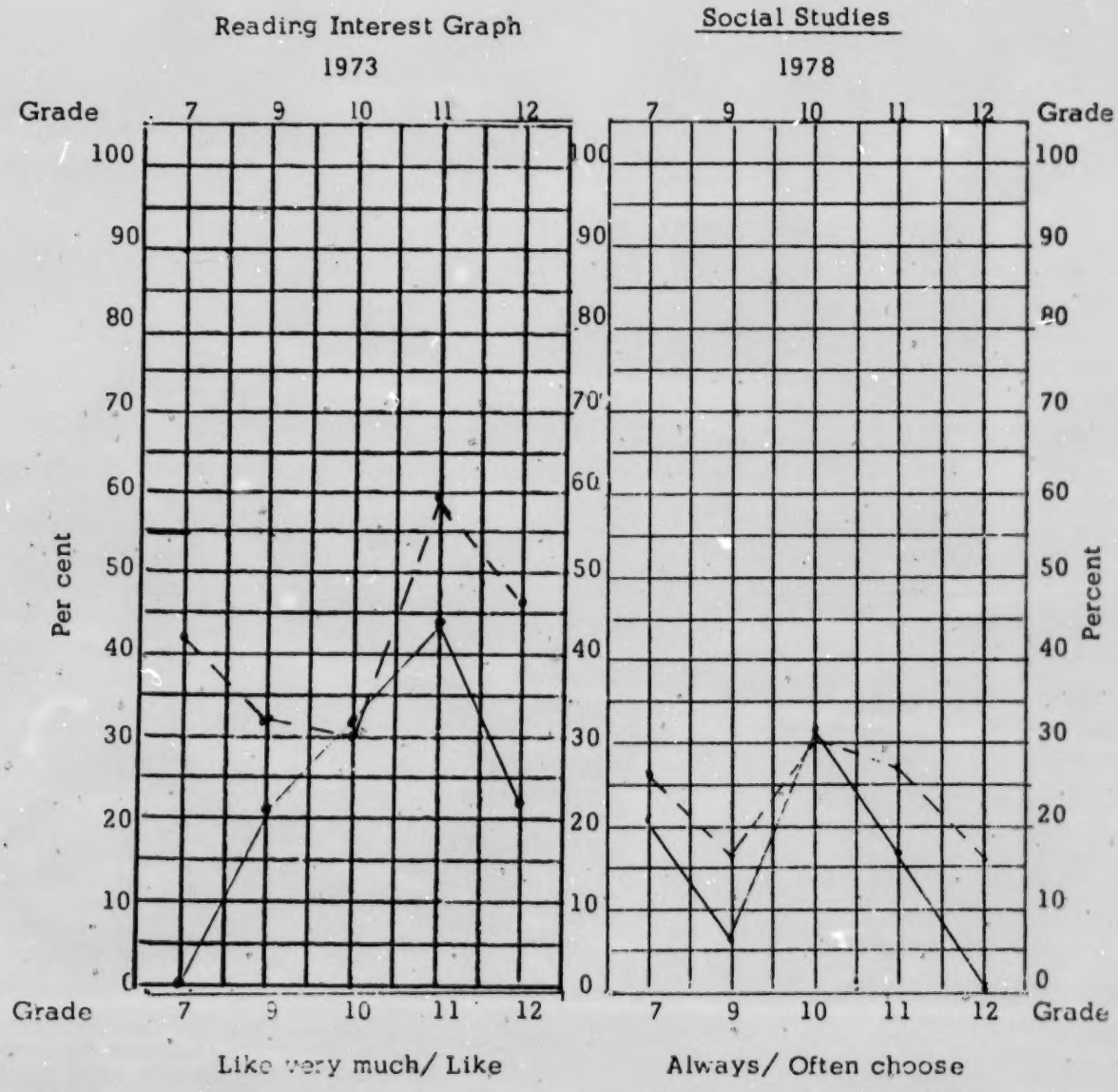


Historical Fiction usually interests students, especially girls, more than non-fiction history. The percentage of student response graphs indicate somewhat related patterns in interest in 1973 and 1978. The boys' interest declined until grade nine or ten, it peaked in the eleventh grade after which it dropped. The percentage of girls who liked/chose Historical Fiction showed a generally rising pattern from grade

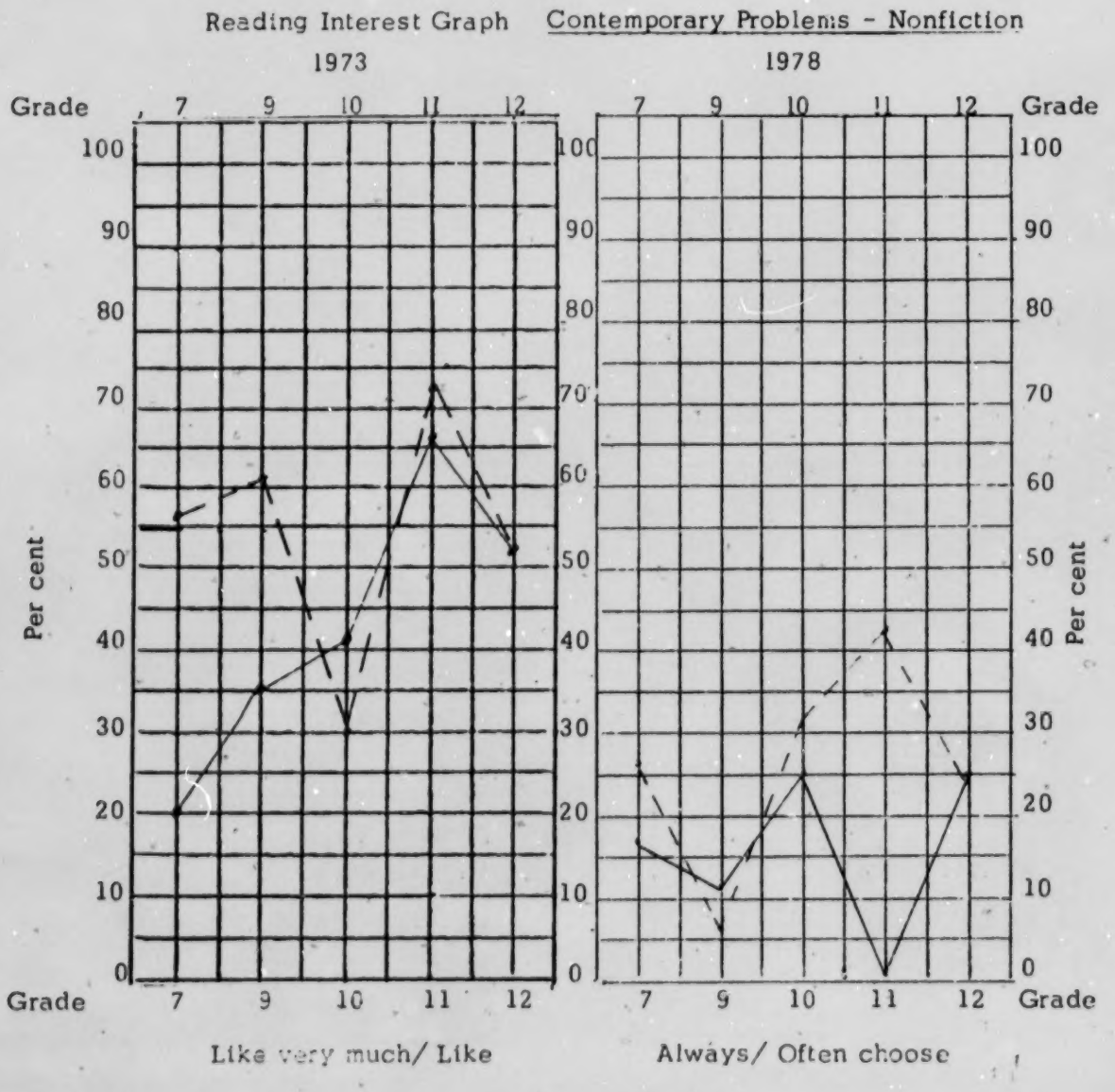


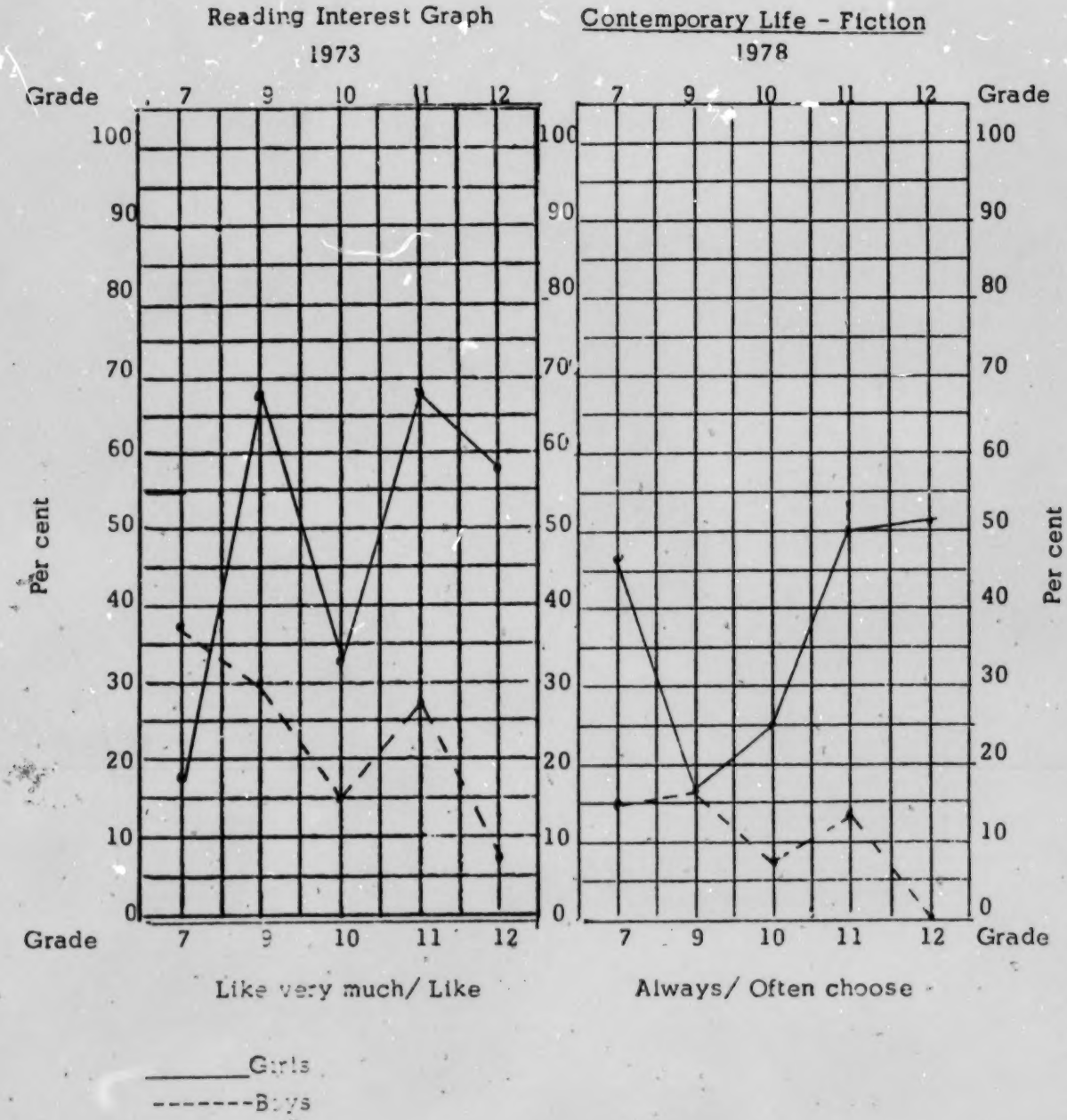
seven through twelve; however, especially in 1978, girls' rank placement for this type of book declined. The girls in 1978 (grades seven through ten) ranked Historical Fiction their second choice, after that time it dropped to sixth.

Other areas of the social sciences which showed little consistency between the 1973 and 1978 interest/choice patterns were Social Studies, Contemporary Problems, Contemporary Life--Fiction, Other Lands--Fiction, Travel and Black Studies.



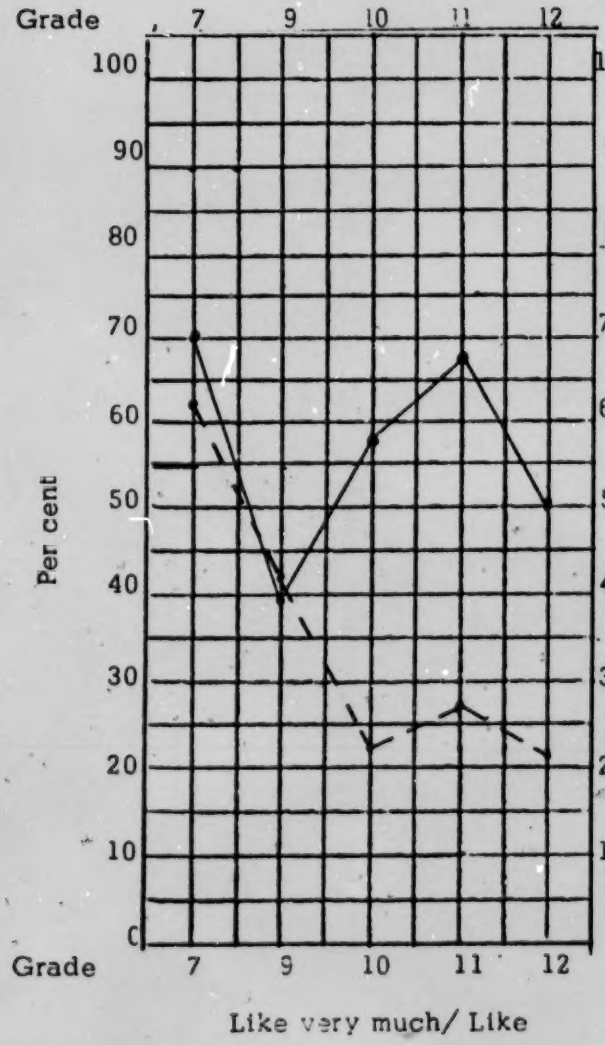
Taken as a group, none of these topics were of more than moderate interest to students with none of them receiving a ranking of higher than five except Contemporary Problems. It was ranked first and fourth for boys in the eleventh and twelfth grade in 1973 and second for tenth grade boys in 1978. Travel was also ranked second in 1978 by ninth grade boys.




Reading Interest Graph
1973
Contemporary Life - Fiction
1978
Grade
7
9
10
11
12
100
90
80
70
60
50
40
30
20
10
0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

Reading Interest Graph

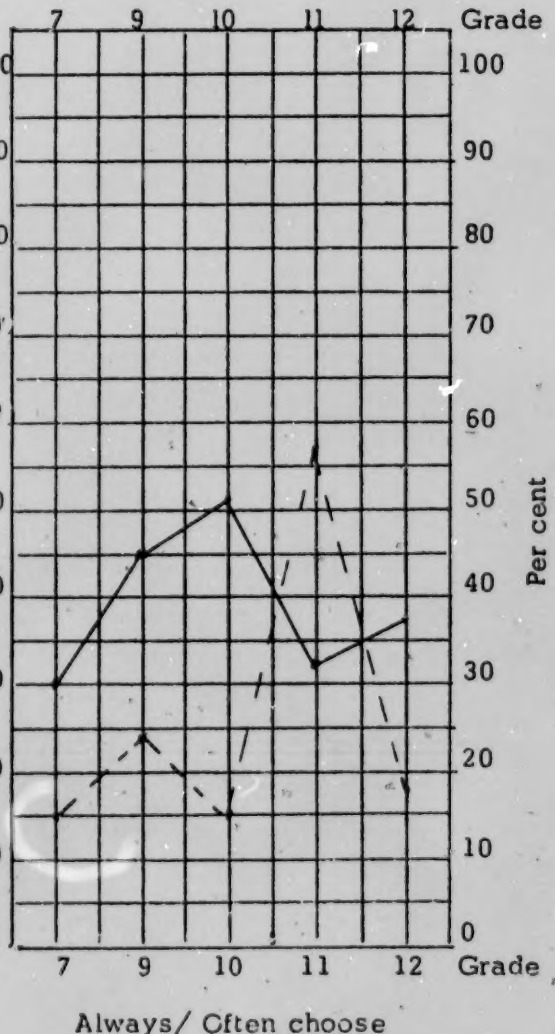
1973



Like very much/ Like

Other Lands - Fiction

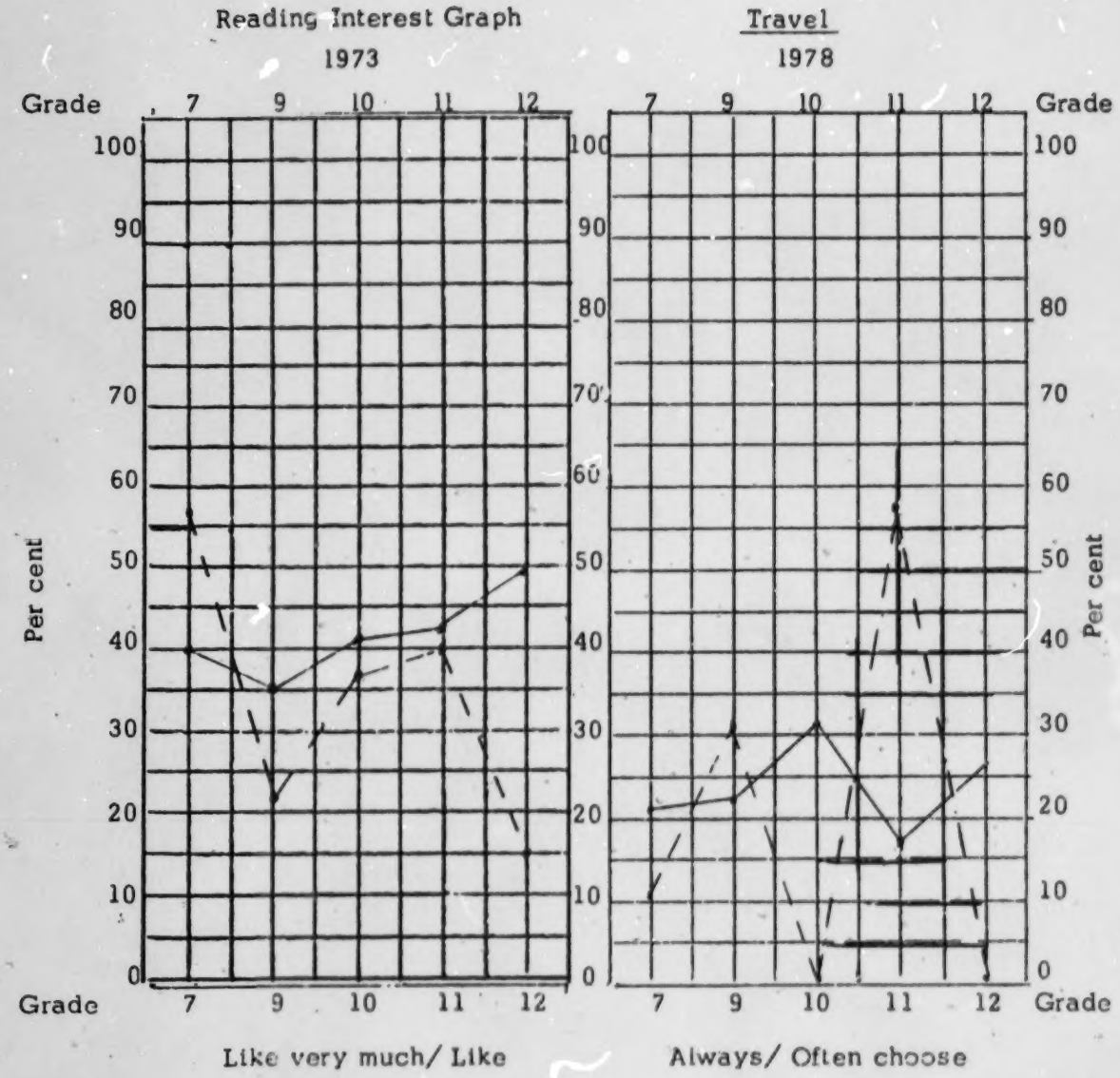
1978

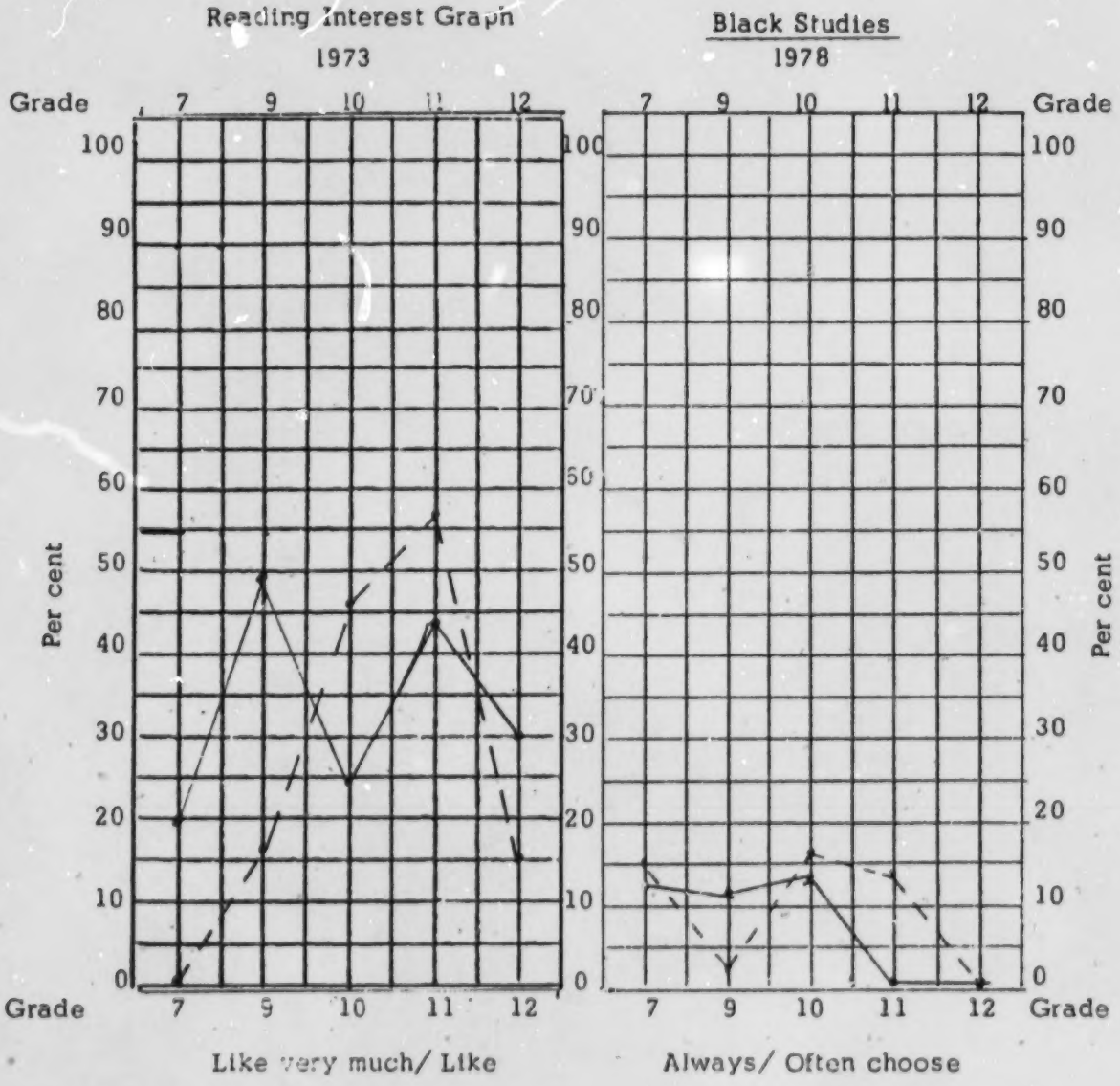


Always/ Often choose

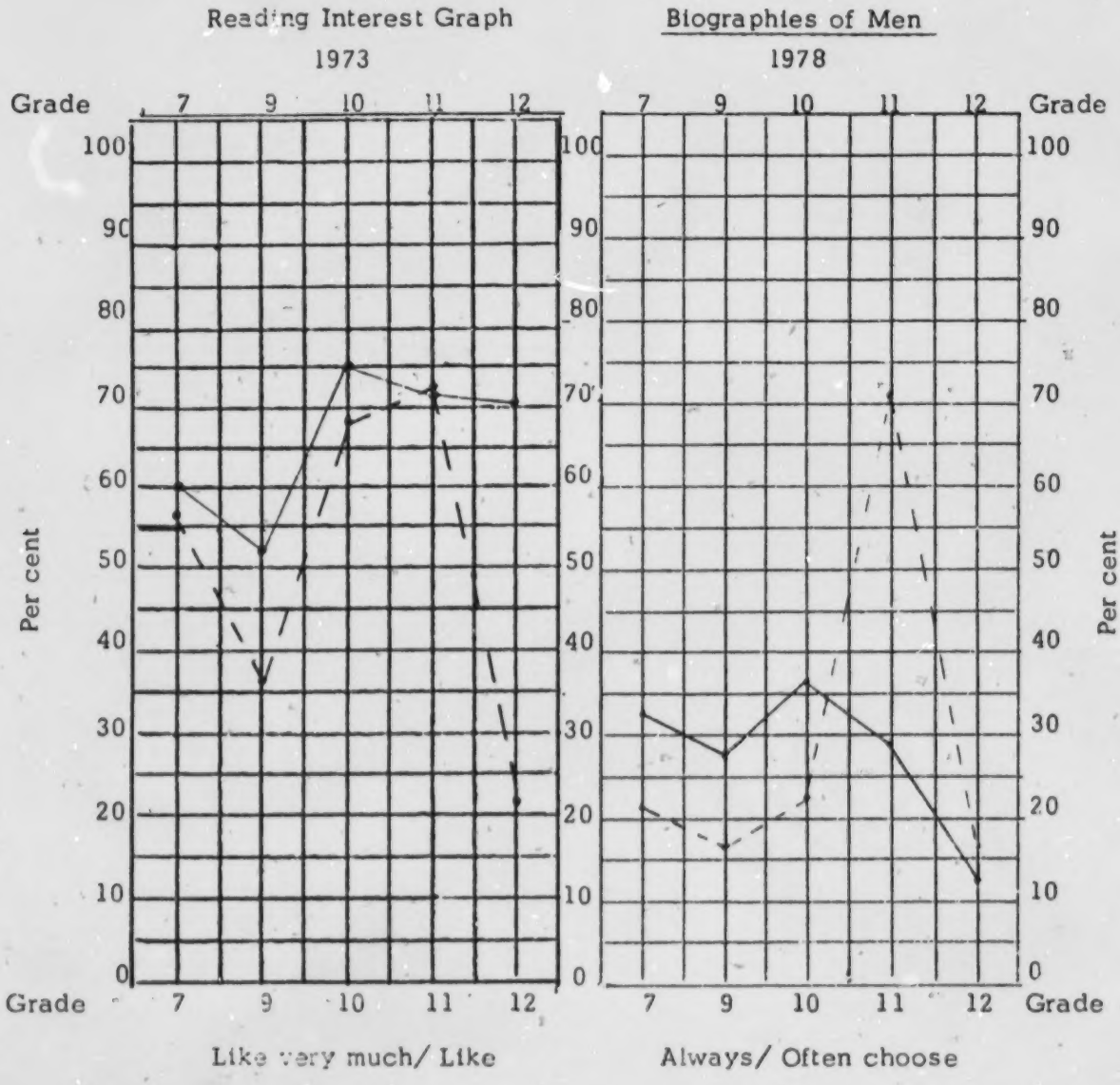
_____Girls

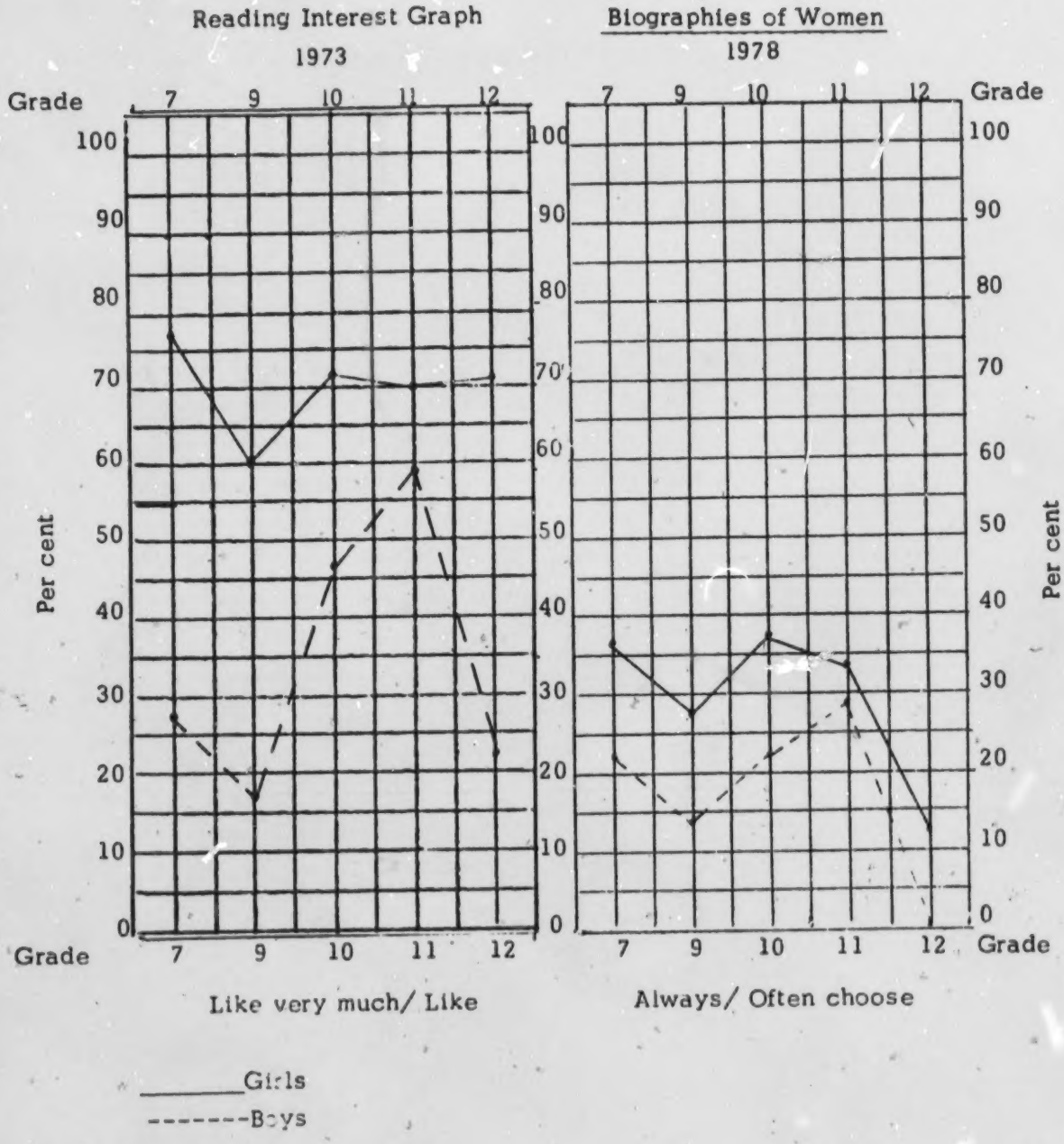
-------Boys


Reading Interest Graph
1973
Travel
1978
Grade
7
9
10
11
12
100
90
80
70
60
50
40
30
20
10
0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

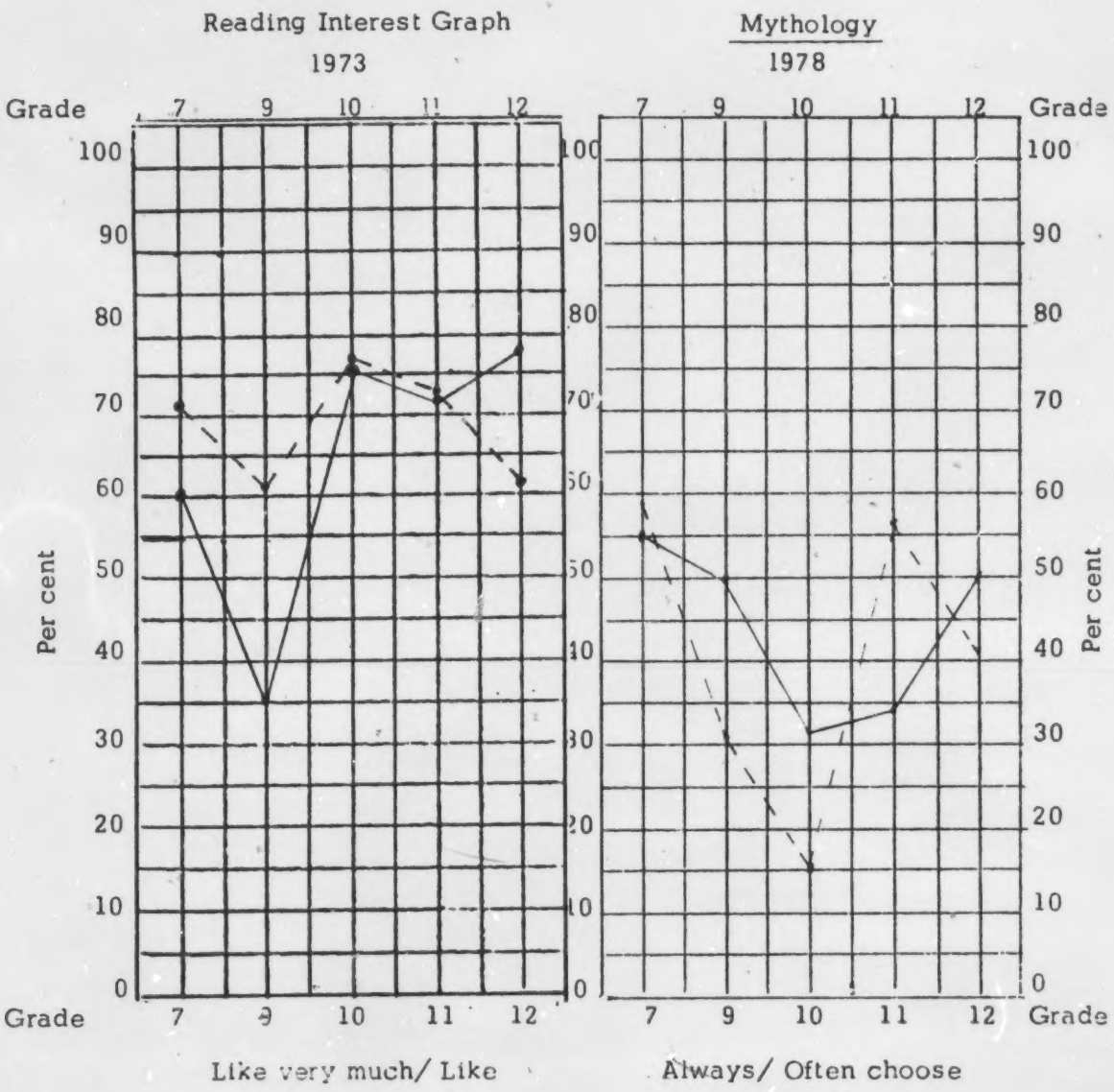

Reading Interest Graph
1973
Black Studies
1978
Grade
7
9
10
11
12
100
90
80
70
60
50
40
30
20
10
0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

The one area of social sciences in which the interest/choice patterns were somewhat similar in 1973 and 1978 was the students' interest in biography. Both boys and girls indicated a moderate interest in the seventh grade which dropped at the ninth and then peaked at the eleventh grade. Both sexes chose to read biographies, but the interest of girls was generally stronger. It should be noted that while girls chose to read biographies of men, boys showed little interest reading about women's lives.

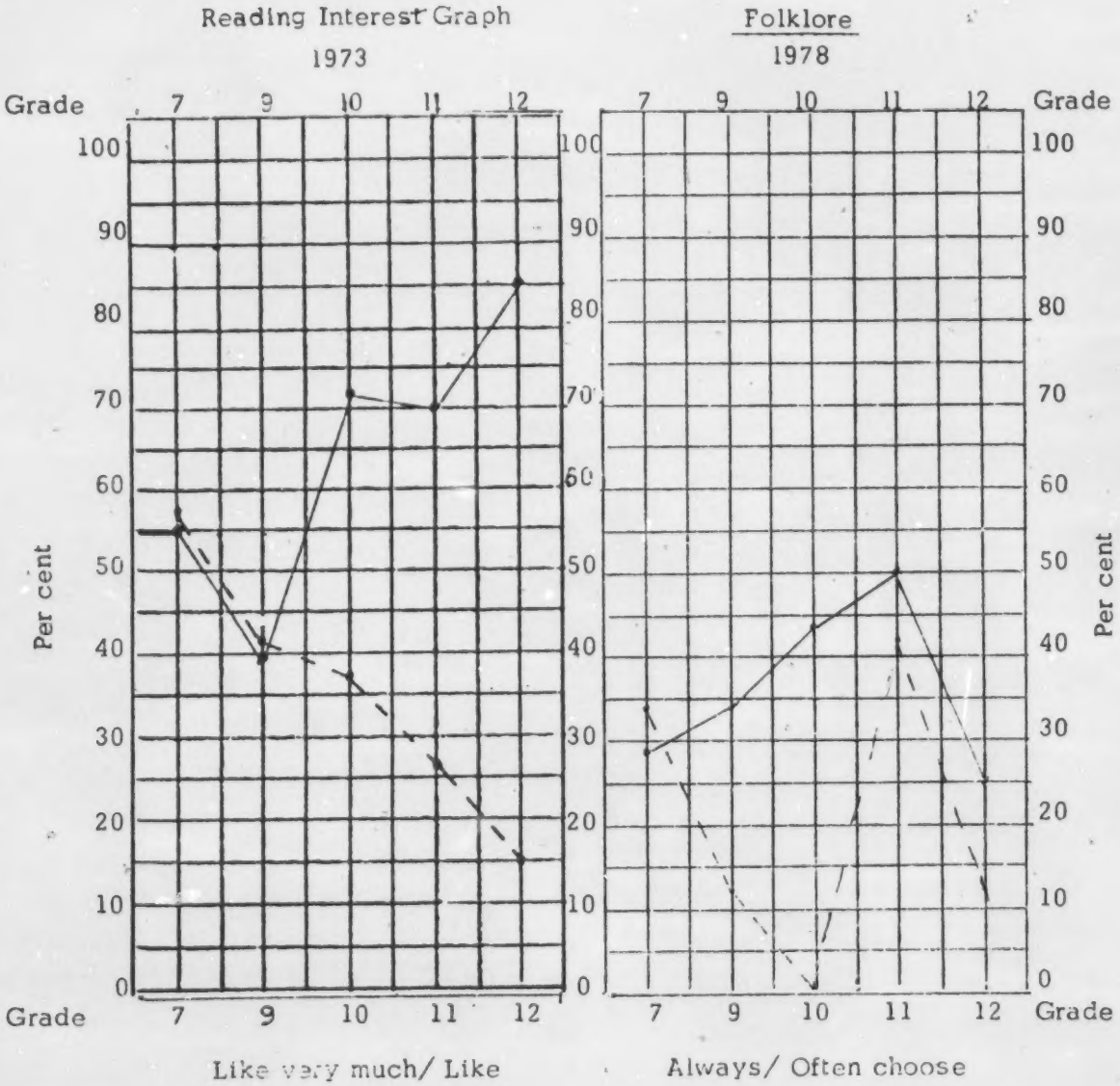


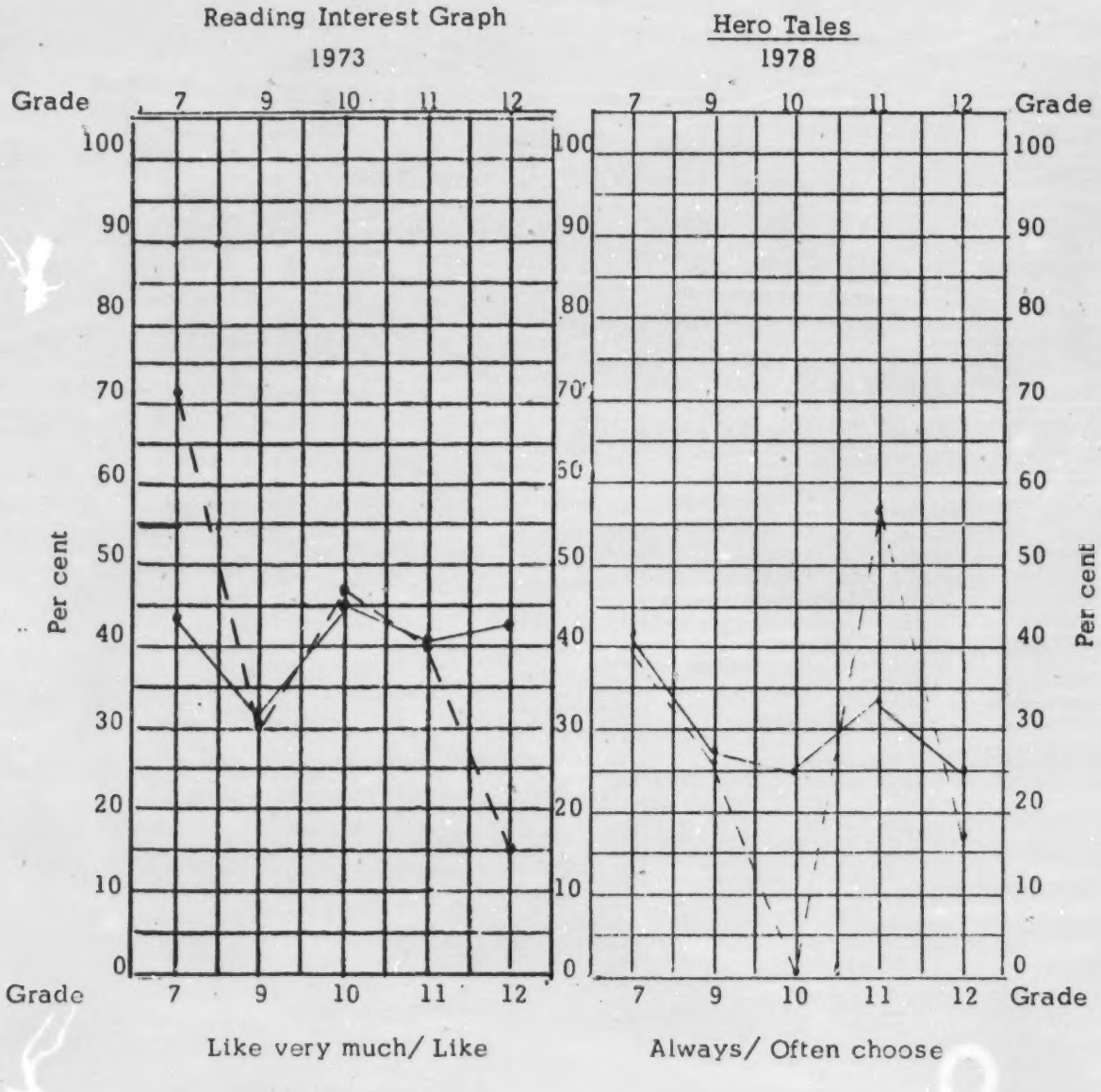

Reading Interest Graph
1973
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Per cent
Grade
7 9 10 11 12
Like very much/ Like
Biographies of Women
1978
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Per cent
Grade
7 9 10 11 12
Always/ Often choose
Girls
Boys

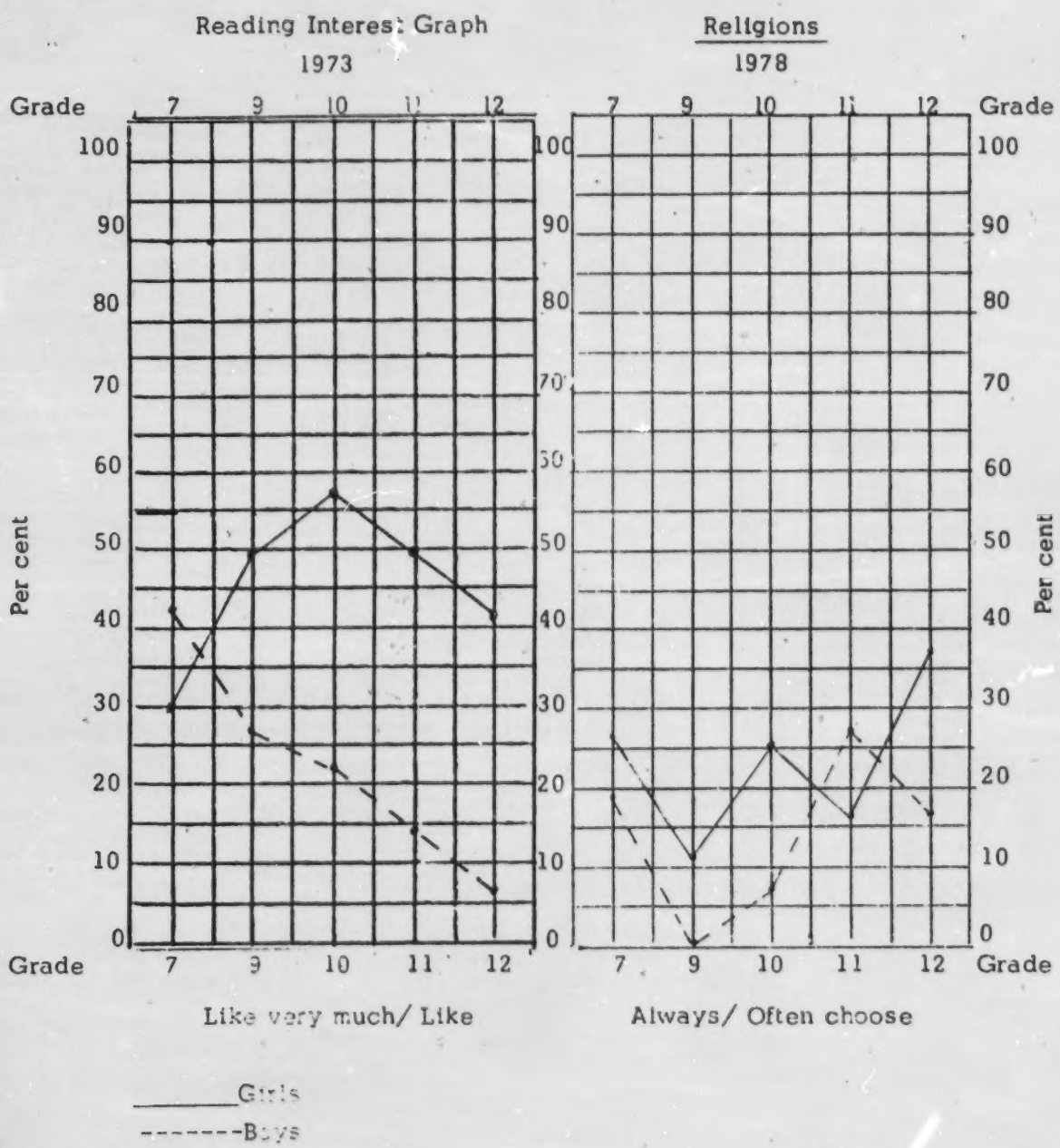
Student interest in Mythology, Folklore, Hero Tales and Religions is interrelated. They often use interest in one as a springboard to interest in another. The 1978 graphs, especially for the first three show a strong similarity. There seems to be little relationship between the interest/choice patterns in 1973 and 1978. There is, however, great similarity of patterns among these



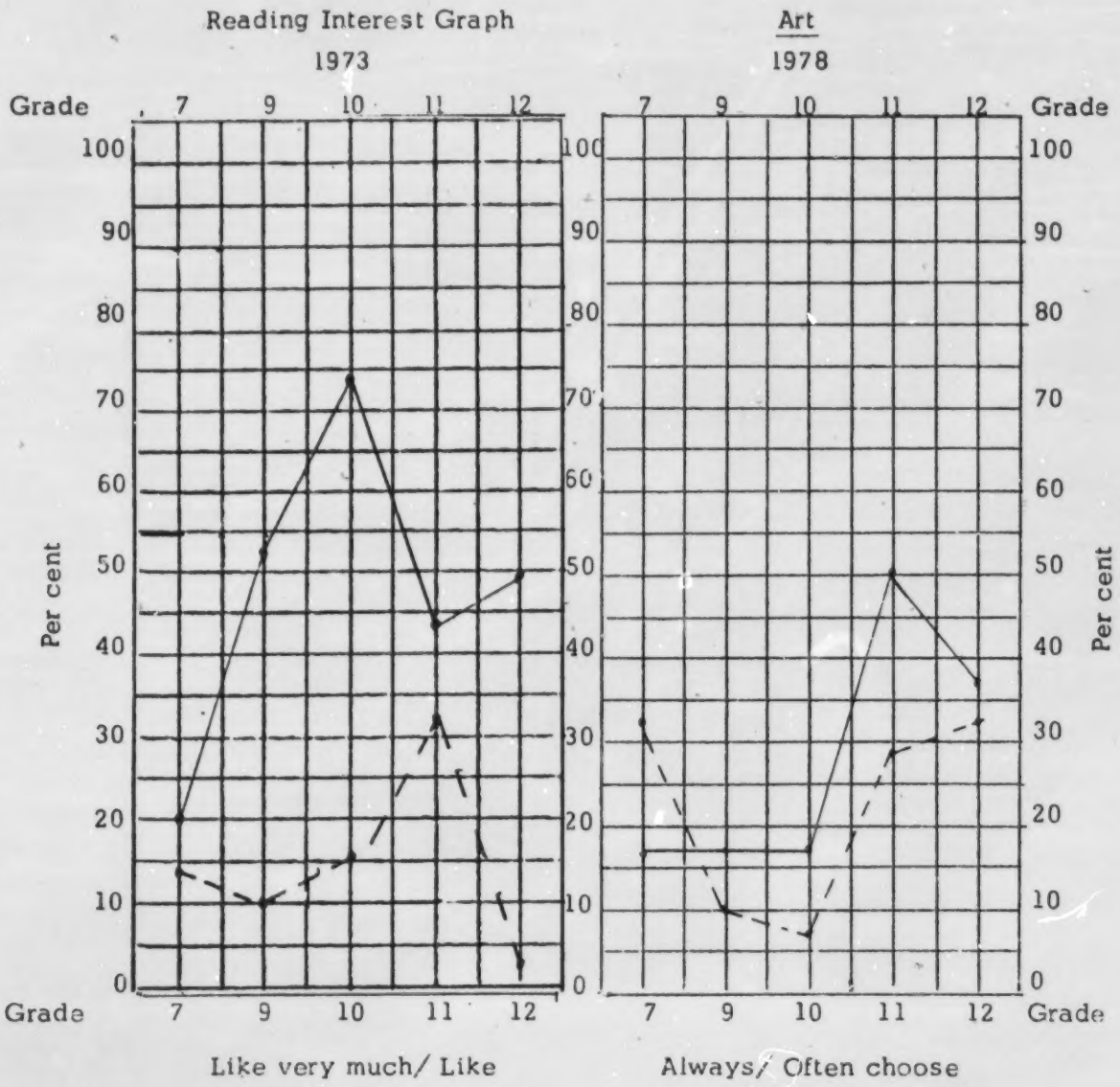
subjects indicating that the subjects generally appeal to the same group of students. Books about Religions were chosen by the lowest percentage of students within this group of topics. Folklore was a highly ranked item for girls, and Mythology was a top-ranked item for all boys in 1978 except the tenth graders.

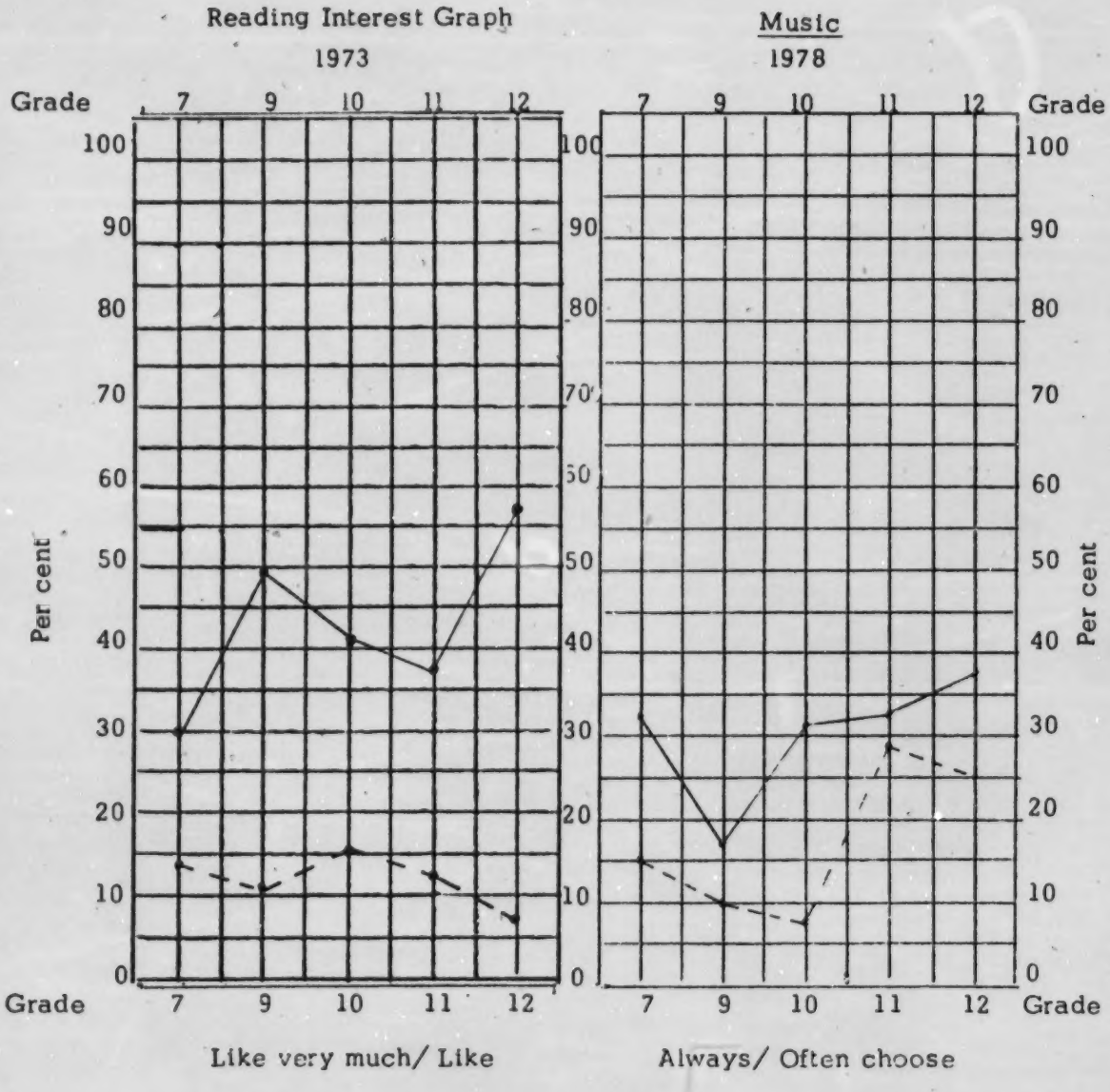



Reading Interest Graph
1973
Hero Tales
1978
Grade
7
9
10
11
12
100
90
80
70
60
50
40
30
20
10
0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

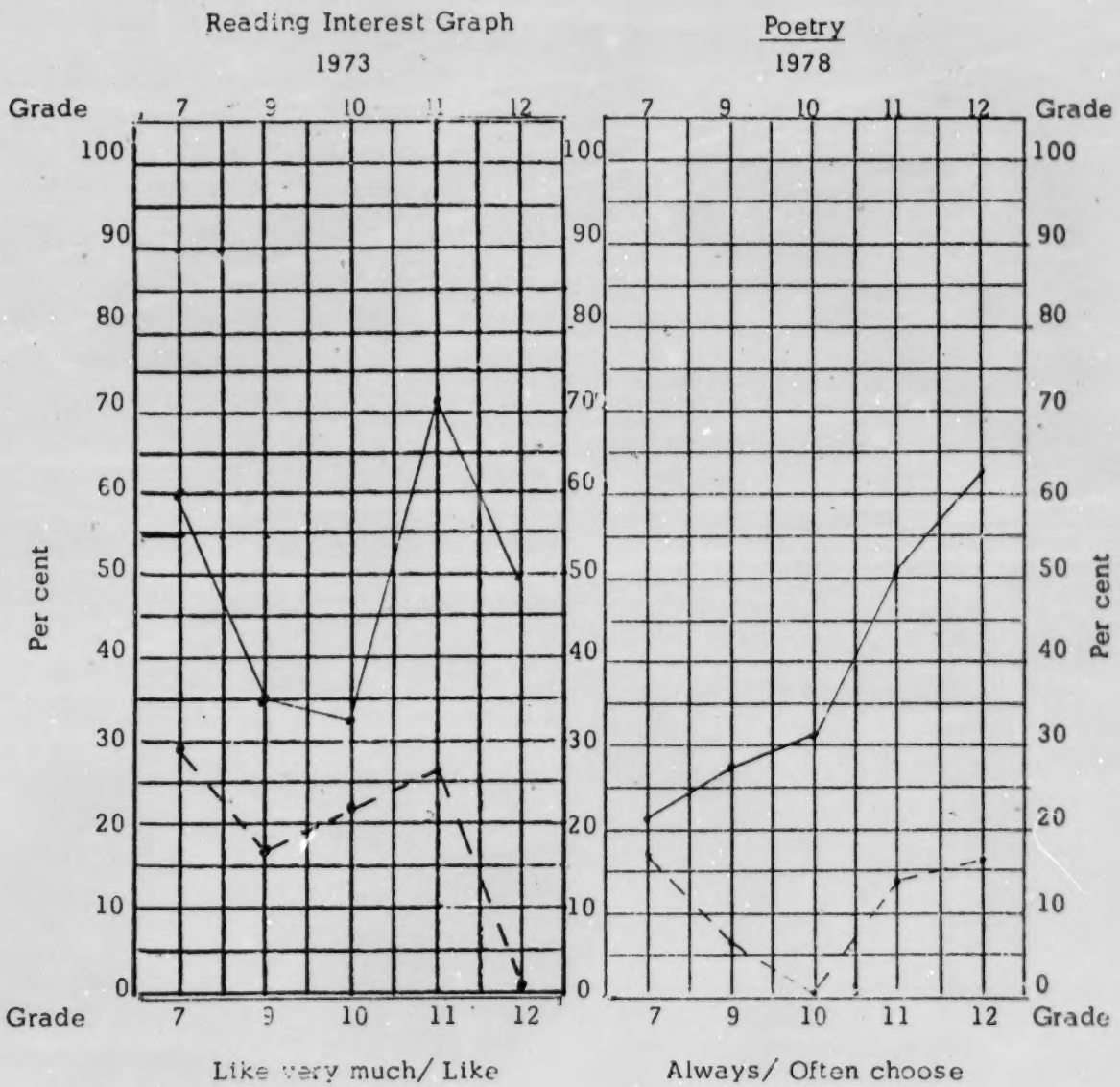

Reading Interest Graph
1973
Religions
1978
Grade
7 9 10 11 12
100 90 80 70 60 50 40 30 20 10 0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

Students were asked if they had an interest in or chose to read about the fine arts, specifically, Art and Music. The boys in 1973 indicated no interest in these topics; in 1978 there was a moderate rise in interest by the eleventh and twelfth graders. Girls indicated a somewhat stronger interest/choice especially at the upper grade levels. There was no similarity in interest patterns between 1973 and 1978.

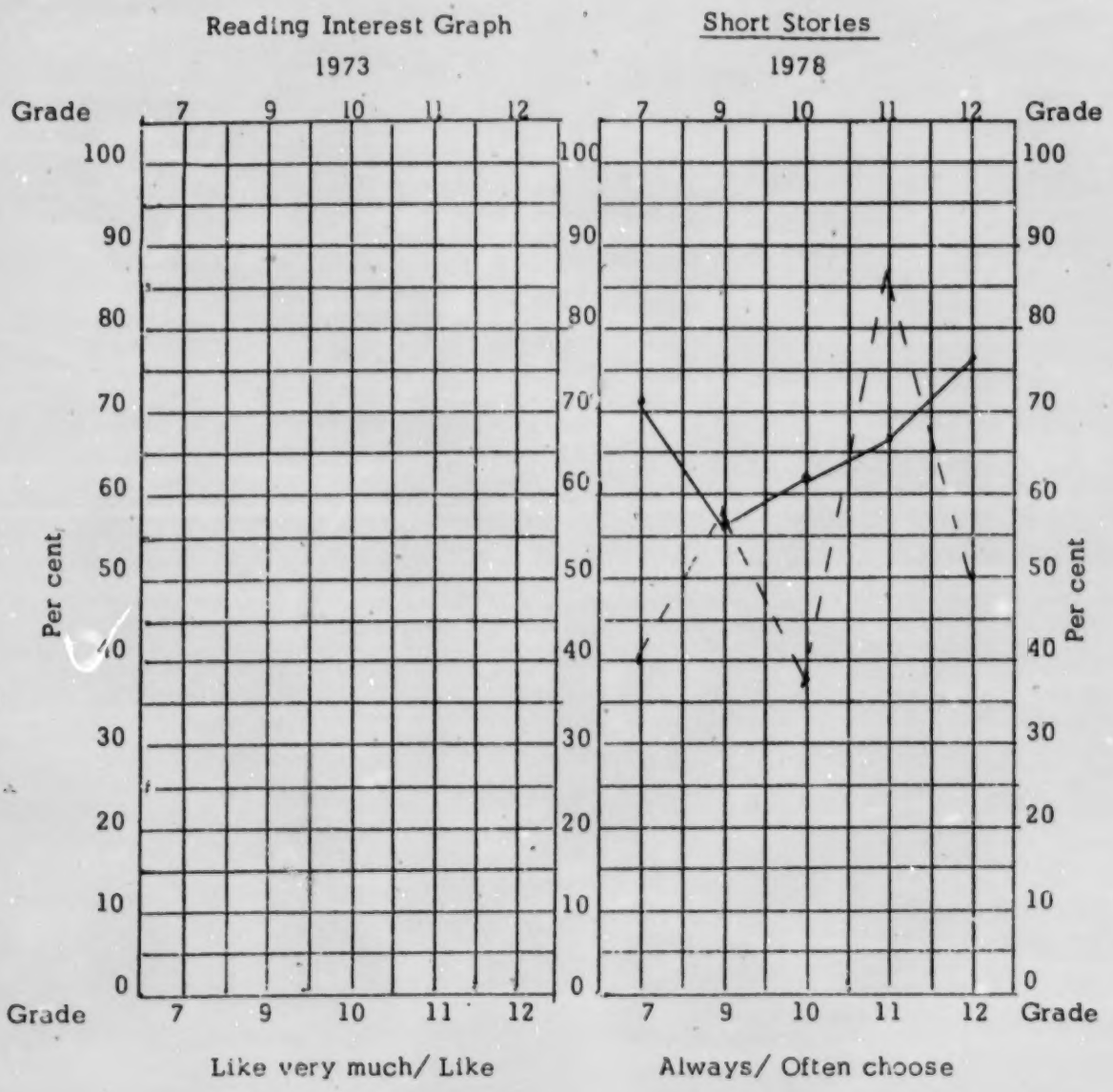



Reading Interest Graph
1973
Music
1978
Grade
7
9
10
11
12
100
90
80
70
60
50
40
30
20
10
0
Per cent
Like very much/ Like
Always/ Often choose
Girls
Boys

Poetry and Short Stories are categories of literary forms rather than subjects, but students were asked how they felt about them. Poetry was among the lowest ranked topics for boys, but girls rated it very high. Again, there was no similarity of pattern between the two survey periods.

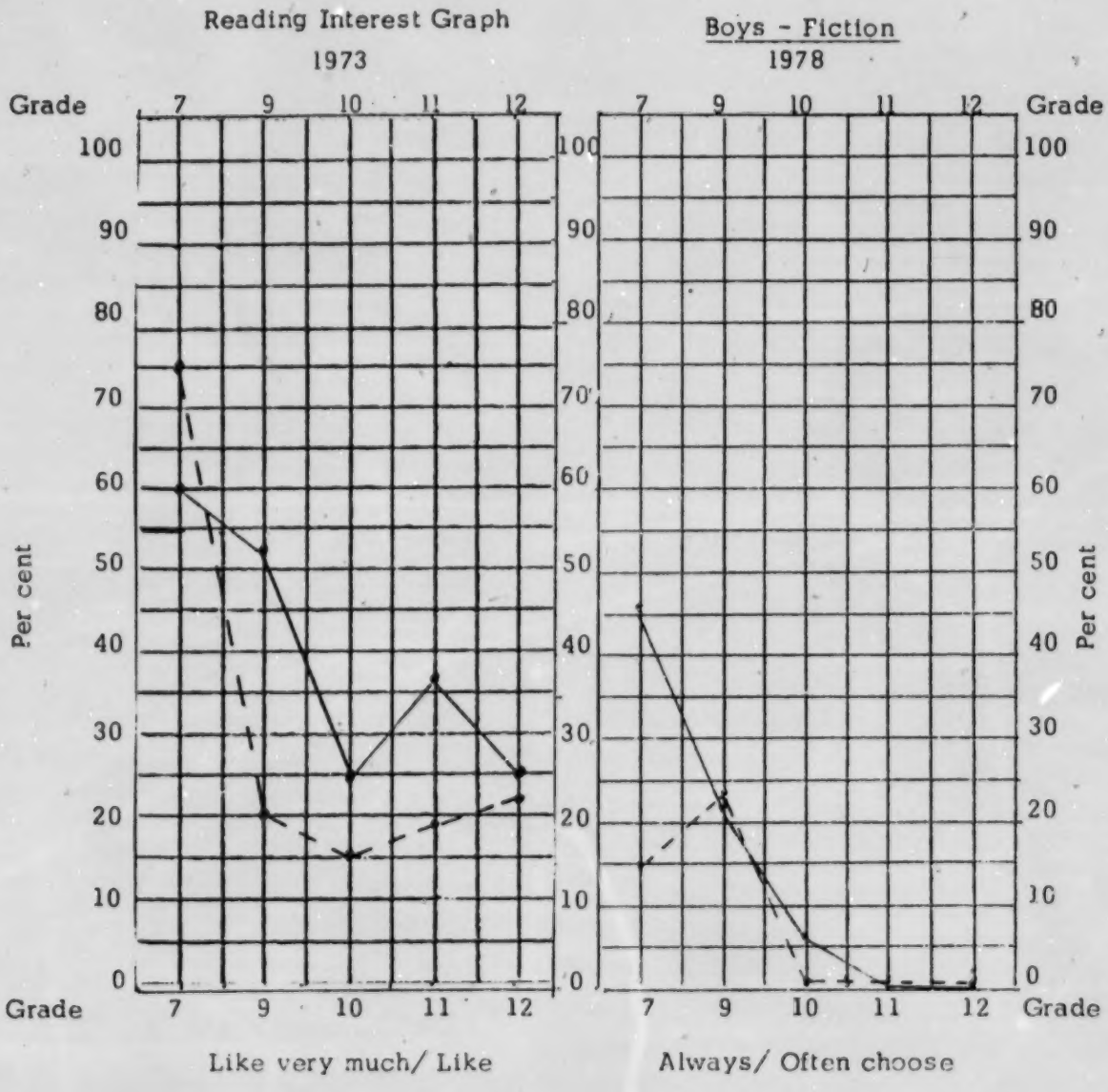


Short Stories was a topic added to the 1978 survey. The percentage of boys who chose books in this format varied from year to year, but it never ranked below number seven. The girls' interest in reading short stories rose after the ninth grade, tenth graders ranked Short Stories number one.

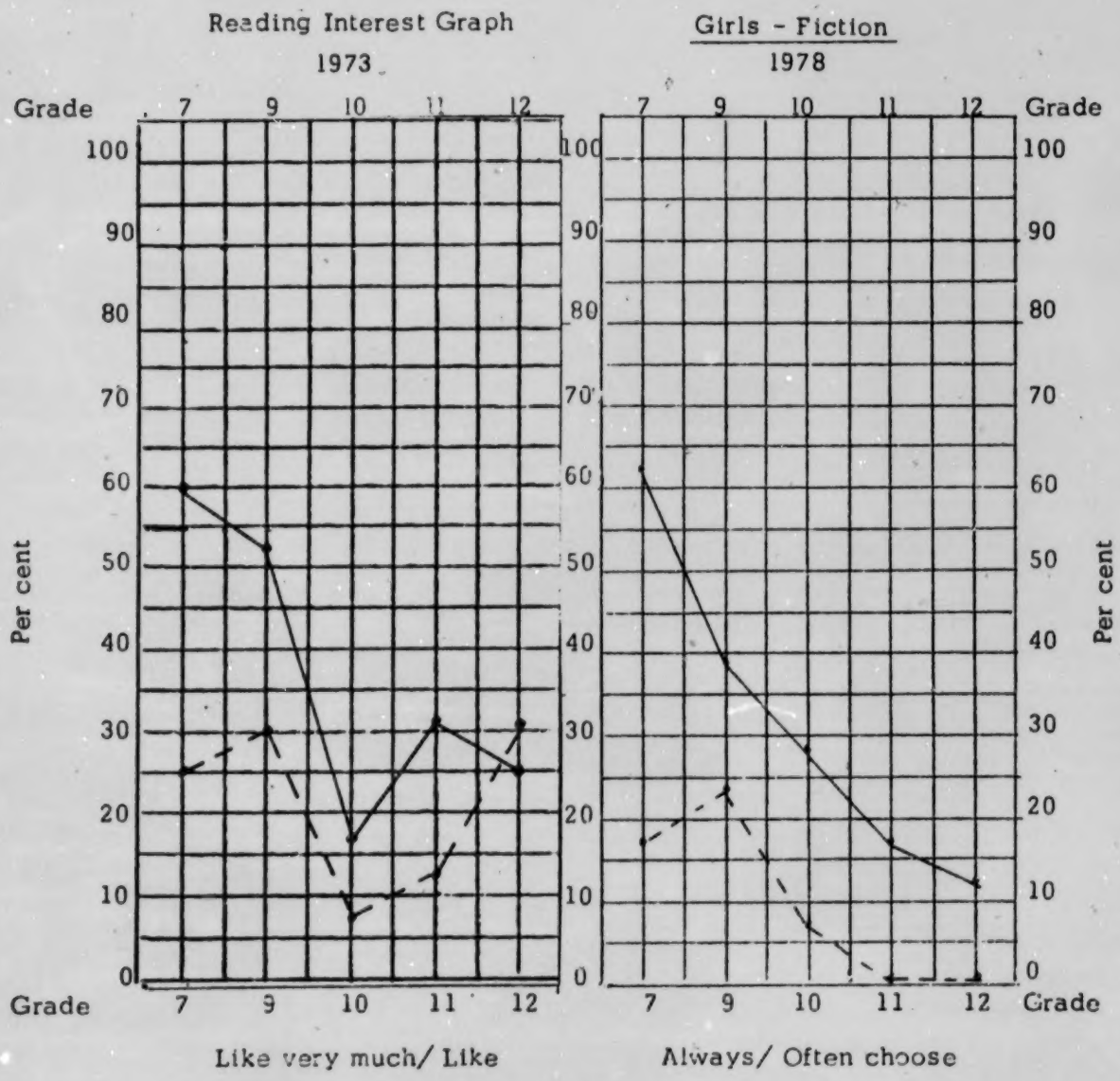


Two common themes for books of fiction for young adults are those with boys or girls as the main character. Adults often refer to this type of book as a junior novel; also considered a junior novel is the so-called "family story."

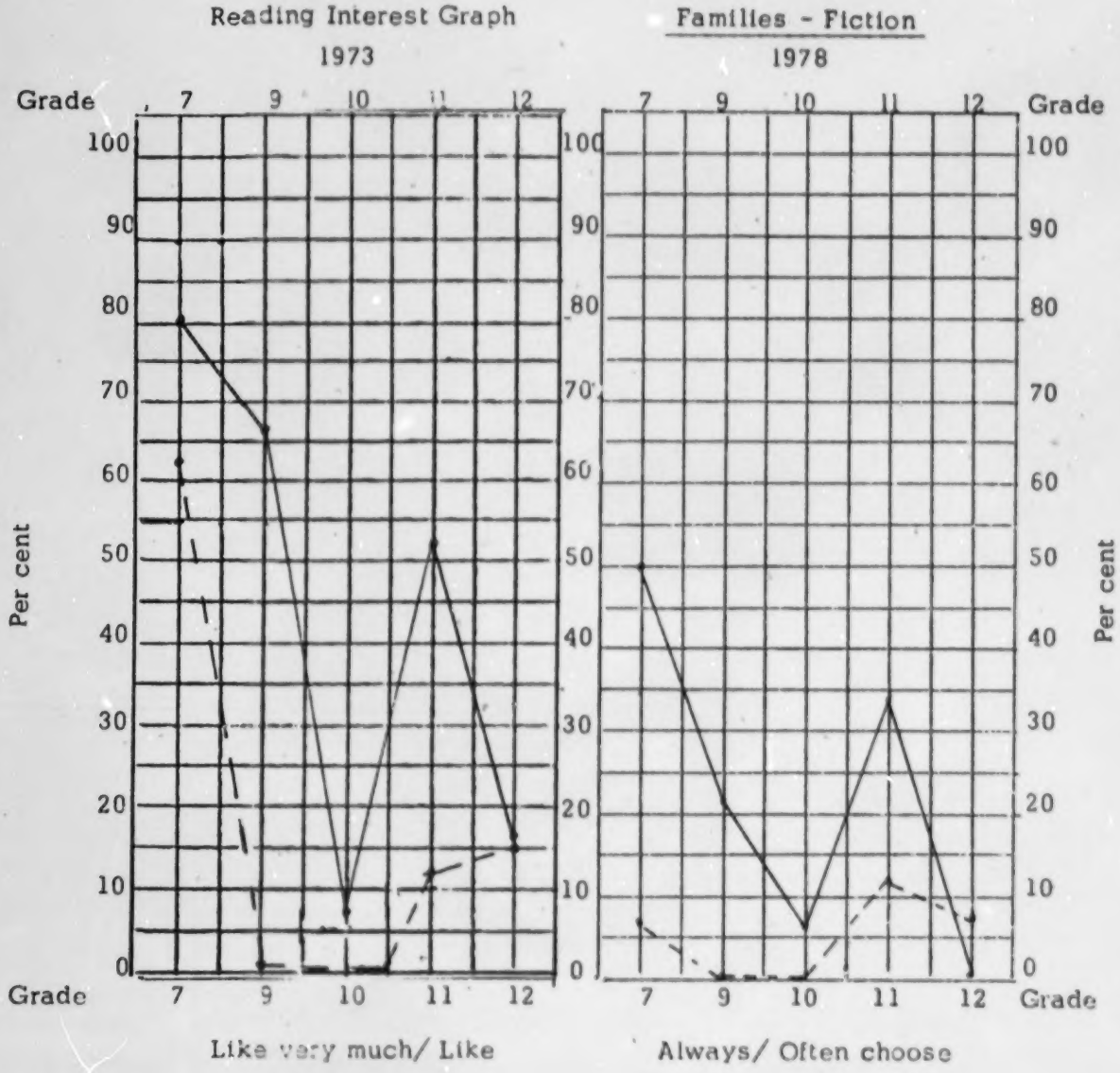
The reading interest graphs show that those books which have either boys or girls as the protagonist appeal to the same students. The graphs for the two



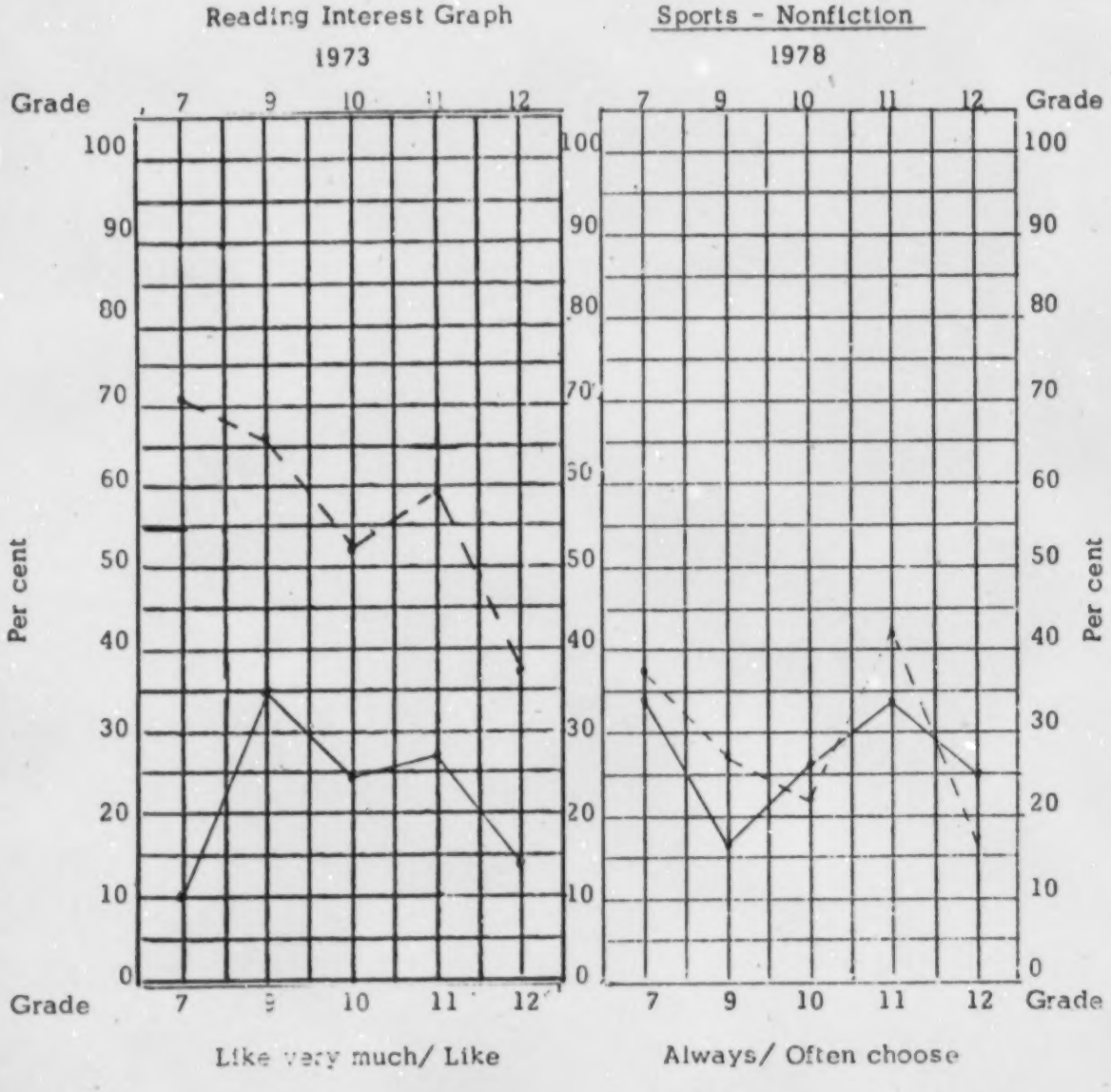
types of fiction are virtually the same although there was little similarity of patterns between the 1973 and 1978 students. The strongest interest was indicated by seventh graders after which there was a steady decline in interest/ choice. These two topics were also among the lowest ranked.

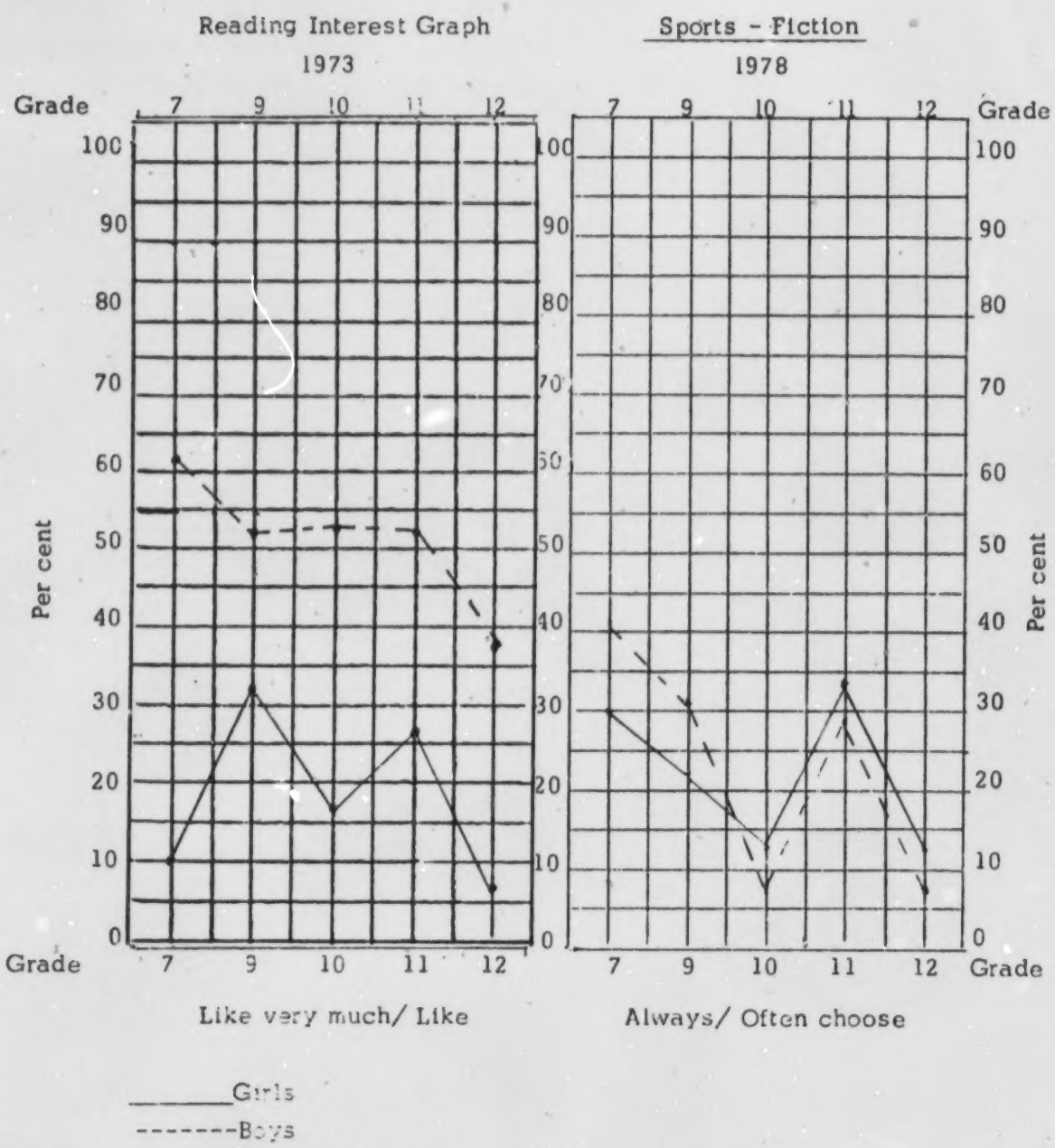


Although the pattern of interest/choice for family stories differs from novels about boys or girls this topic, too, is extremely low-ranked except for seventh grade girls who indicated a moderate interest/choice. The similarity between the reading interest graphs for 1973 and 1978 was very strong. Why such a relationship was not evident in the other junior novels is unknown.



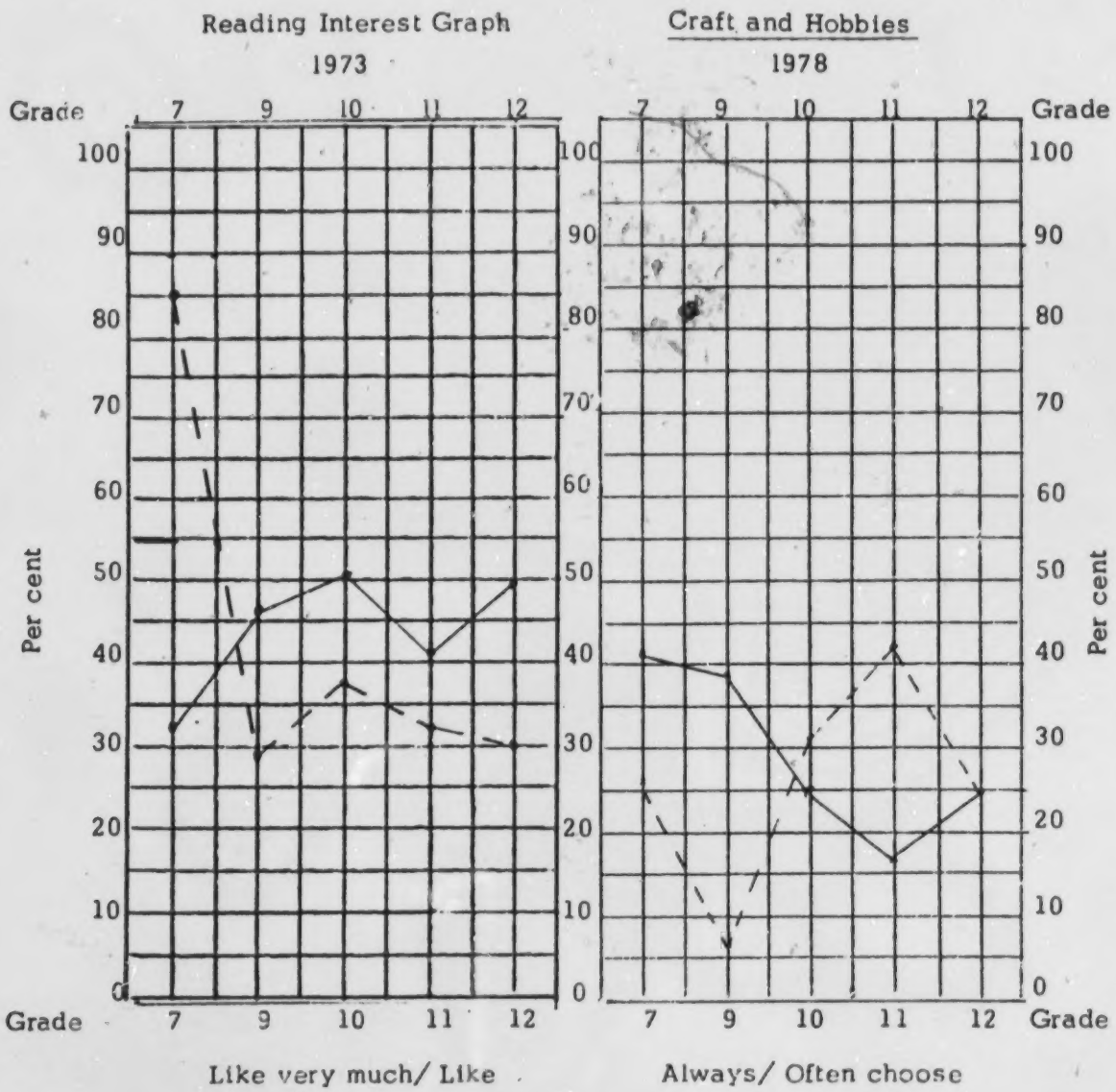
Sports Nonfiction was chosen by a larger percentage of students than Sports Fiction. The percentage of girls who chose the topic was about the same in 1973 and 1978. However, rank placement of Sports Nonfiction changed from low in 1973 to moderately high in 1978. Apparently Title IX and the womens' liberation movement has influenced girls to choose books about sports. There is little relationship in the reading interest graphs between 1973 and 1978, but the percentage of both boys and girls who chose books about sports is about the same.



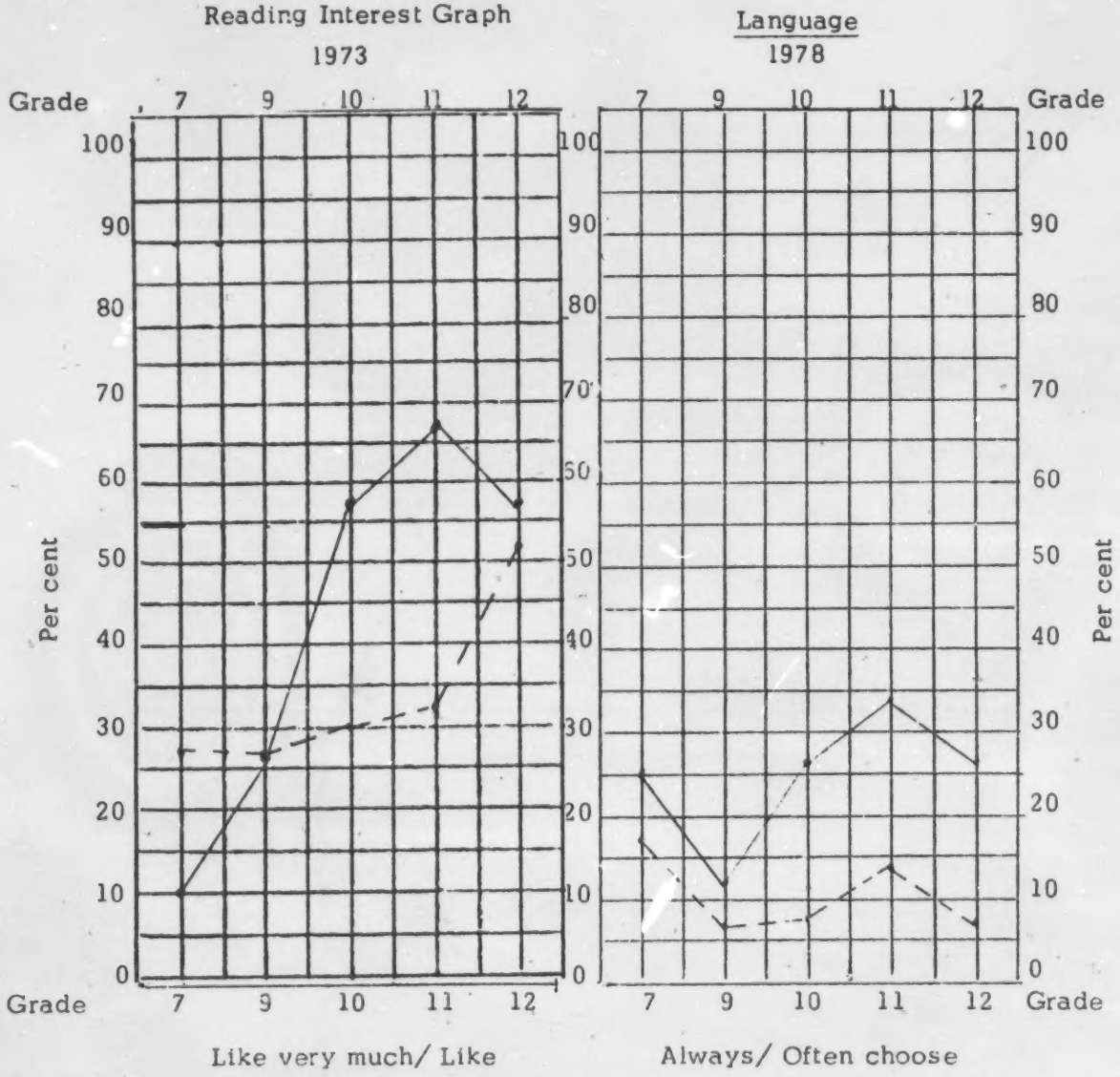


The remaining topics cannot be grouped in related interest areas because they are widely diverse subject areas -- the two remaining nonfiction subjects were Crafts and Hobbies, and Language.

The reading interest graph for Crafts and Hobbies indicates little relationship between 1973 and 1978. In 1973 seventh grade boys ranked Crafts as their second strongest interest; all others ranked these types of books as of moderate or moderately low interest. Students in 1978 indicated a stronger choice for this type of book, especially boys who ranked it fourth, second and first, for seventh, ninth and twelfth grades. The girls' choice was lower, but seventh and eleventh graders ranked it fifth.

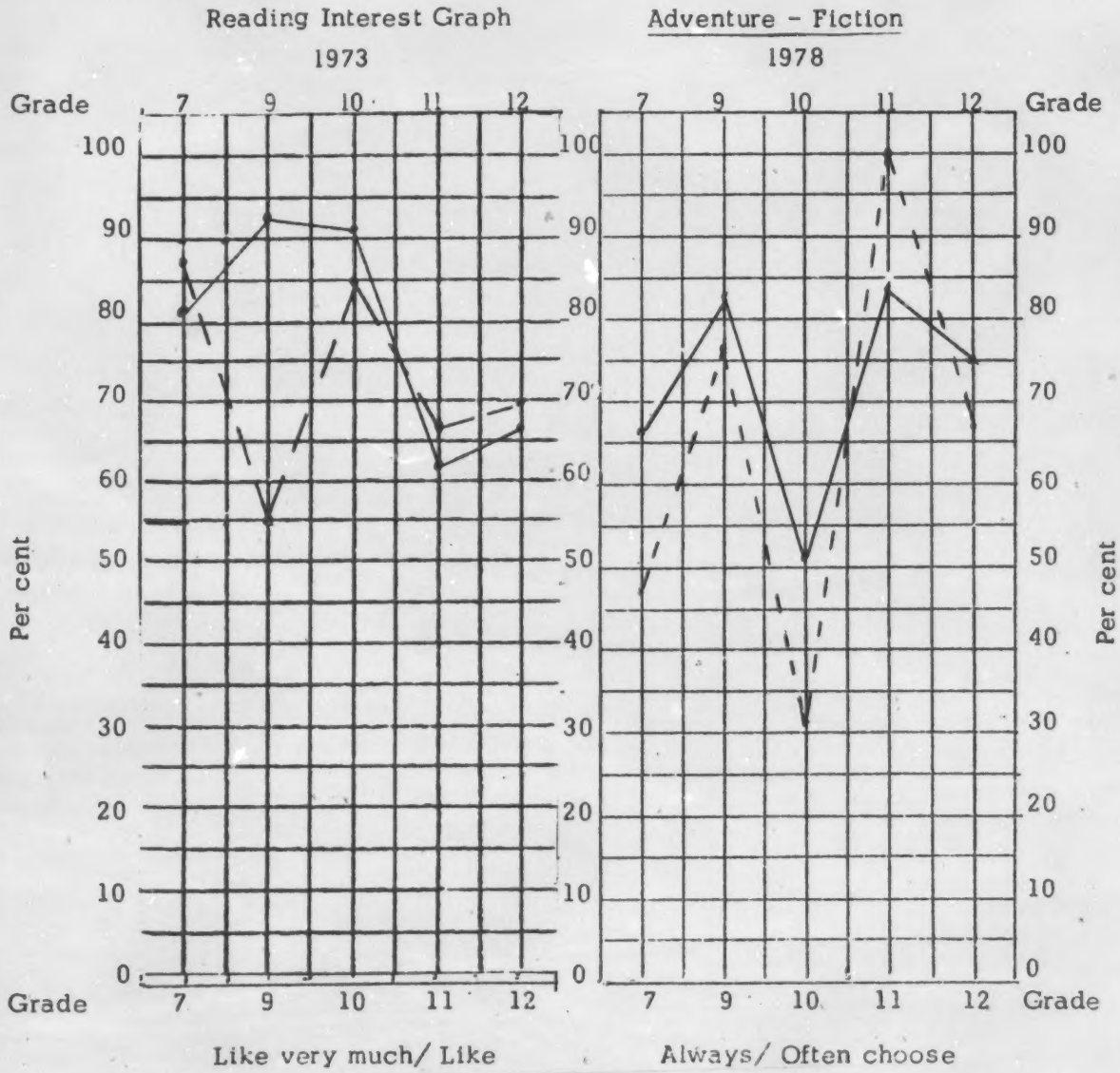


Interest in books in other languages and books about language showed a somewhat similar pattern for girls in 1973 and 1978; such was not the case for boys. Eleventh and twelfth grade girls ranked books about language high -- sixth and fifth in 1973 and fourth and sixth in 1978. Both the percentage of boys who indicated an interest/choice, and rank placement of language books in both years was very low, with the exception of twelfth graders in 1973 who ranked Language fourth.

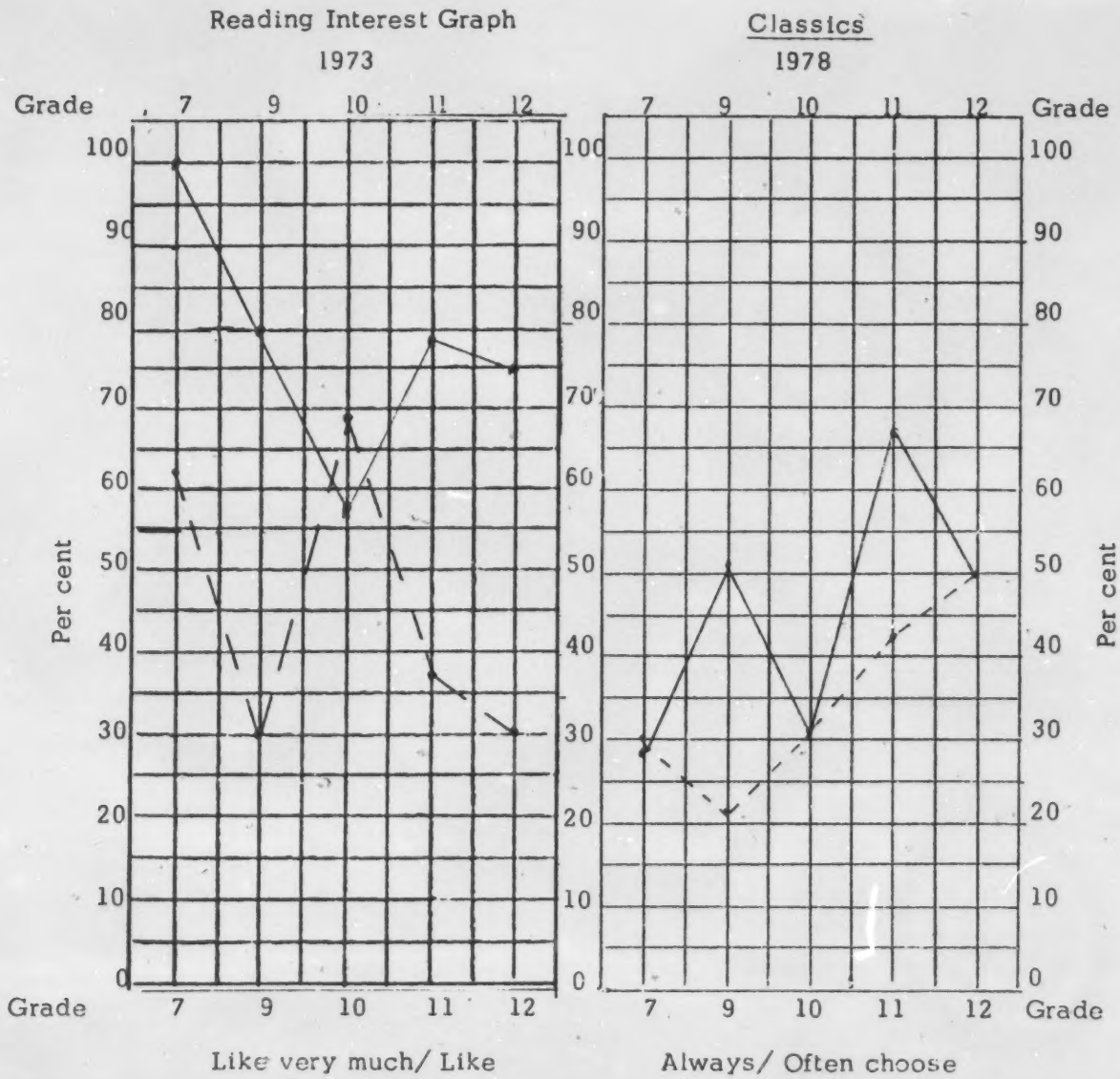


The remaining topics, which are all fiction, will be discussed in alphabetical order as they were on the questionnaire.

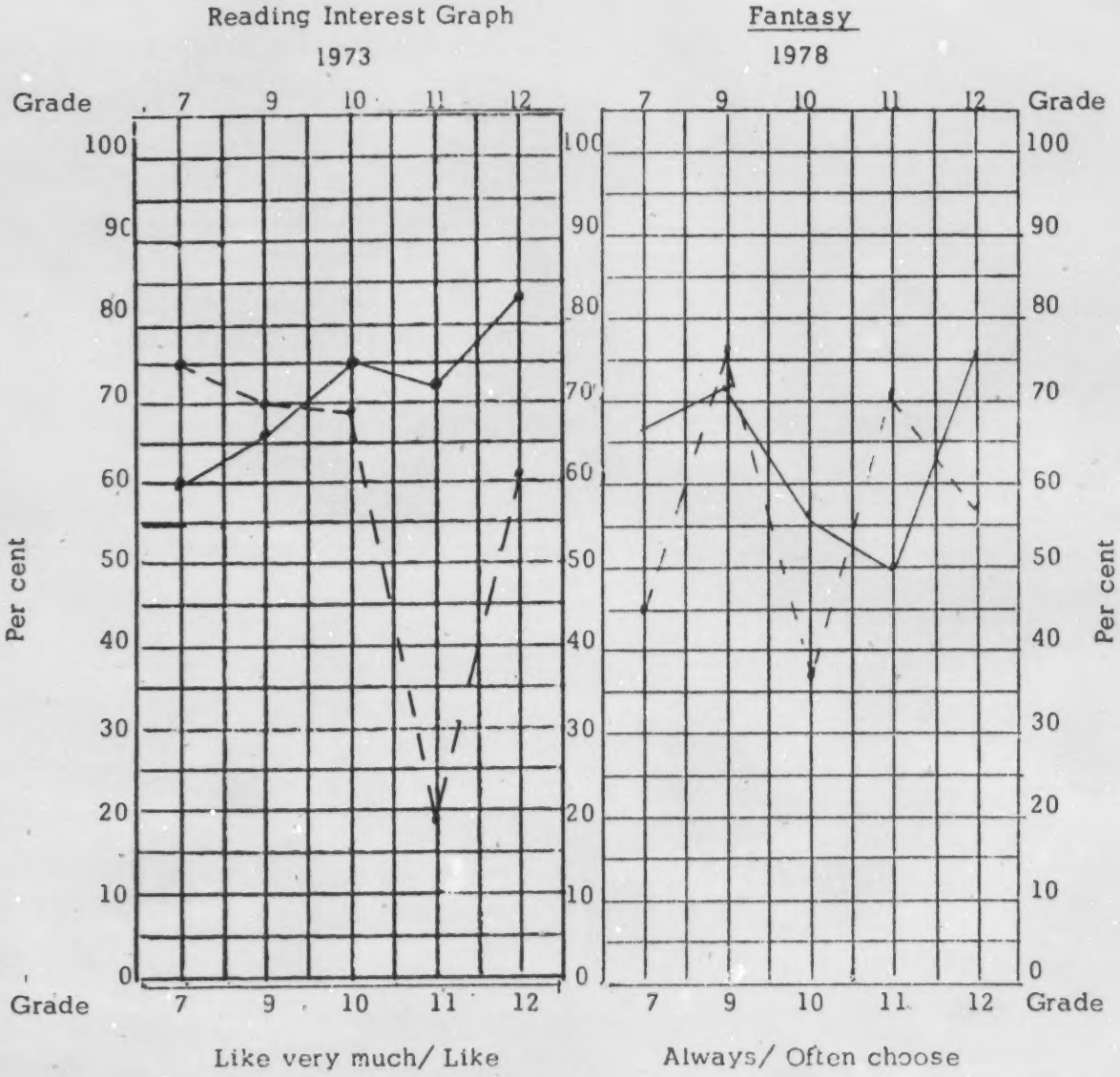
Stories of adventure were among the most popular with both boys and girls in both surveys and ranked among the top six choices. Although there was no exact simmilarity of pattern between the two surveys for either boys or girls, students expressed a strong preference for this type of novel.



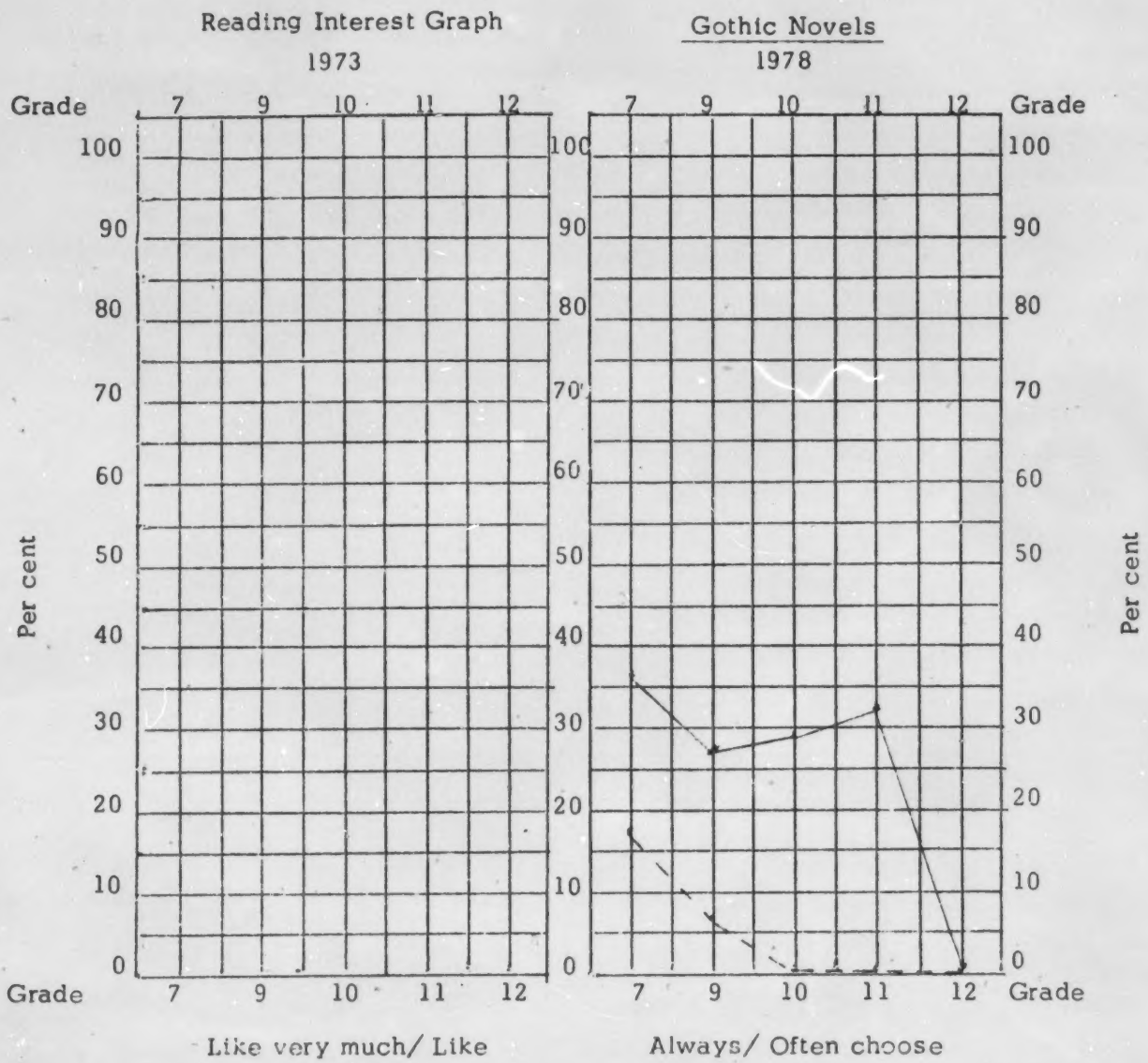
The topic Classics was not defined on the survey. Students were allowed to provide their own definition of what they interpreted to be a classical novel. The boys' patterns in 1973 and 1978 show little relationship. Their rank placement in the two years is similar. Seventh grade boys ranked Classics of moderate interest. Their interest declined in the ninth grade, rose in the tenth and then declined again. Their interest/choice in the classics was moderate. The girls did not show any consistent pattern of interest/choice between the two surveys but they had a stronger interest in the classics than the boys.



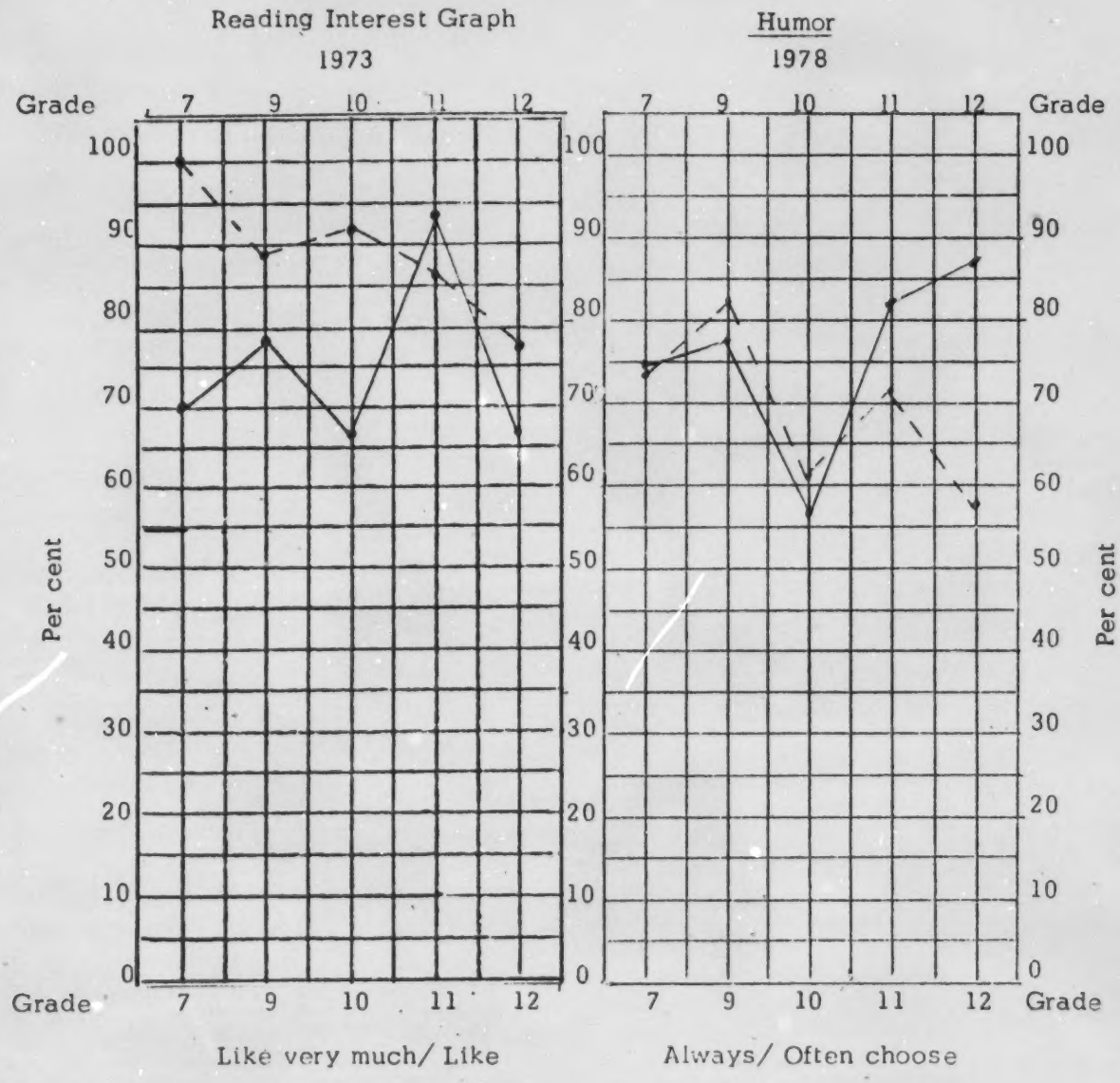
Boys and girls in both surveys ranked Fantasy among their top choices with the exception of eleventh grade boys in 1973. There was no pattern in either the percentage of students who liked/chose Fantasy or rank order placement other than an indication of a generally rising interest/choice in fantasy from the seventh to the twelfth grade.



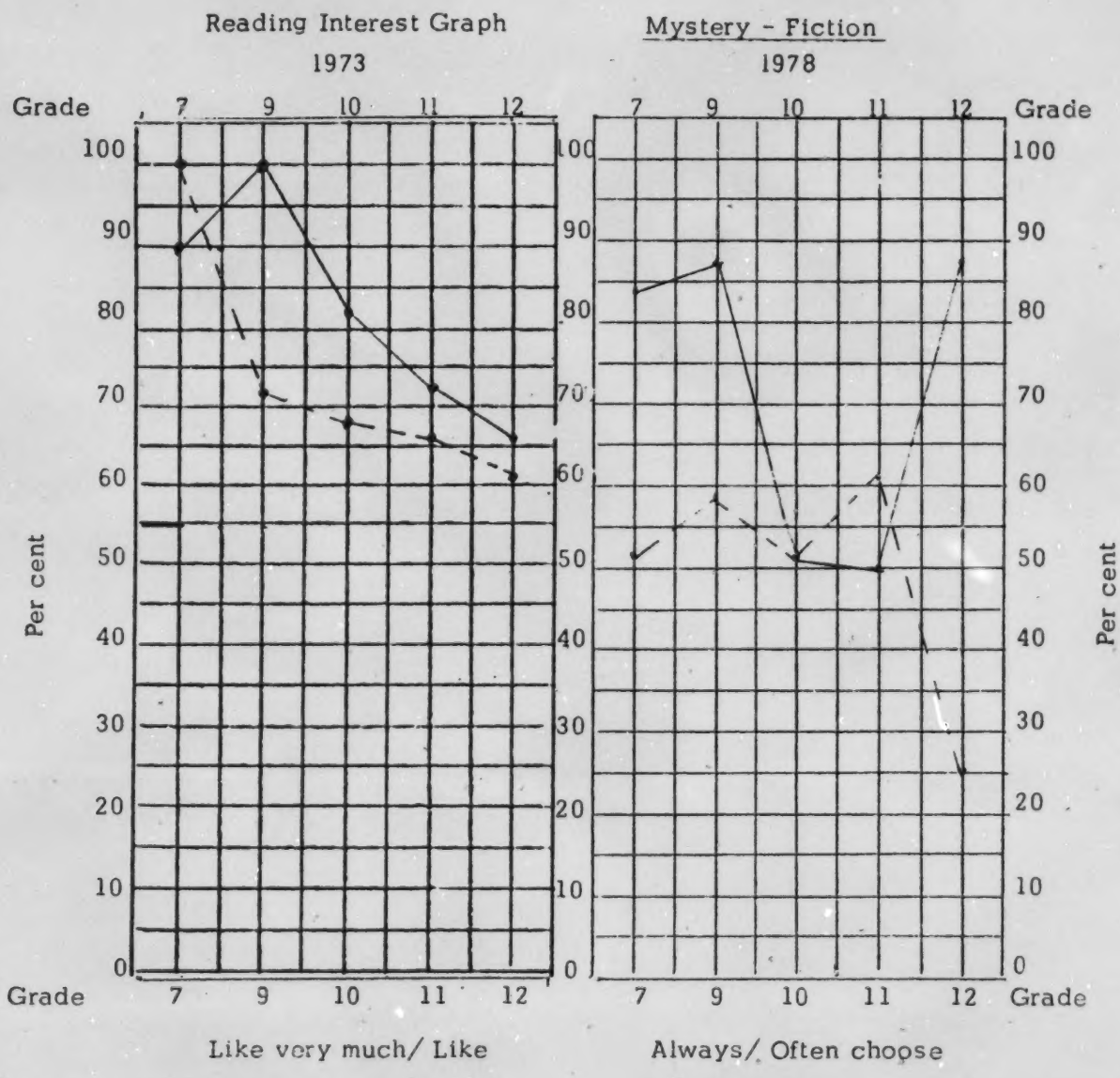
The topic Gothic Novels was added to the 1978 survey because reviews of books for young adults indicate that these novels are very popular with young women, especially older girls. As might be expected, few of the boys chose to read gothic novels. The younger girls did choose this type of novel sometimes, but senior girls never chose to read a Gothic Novel.



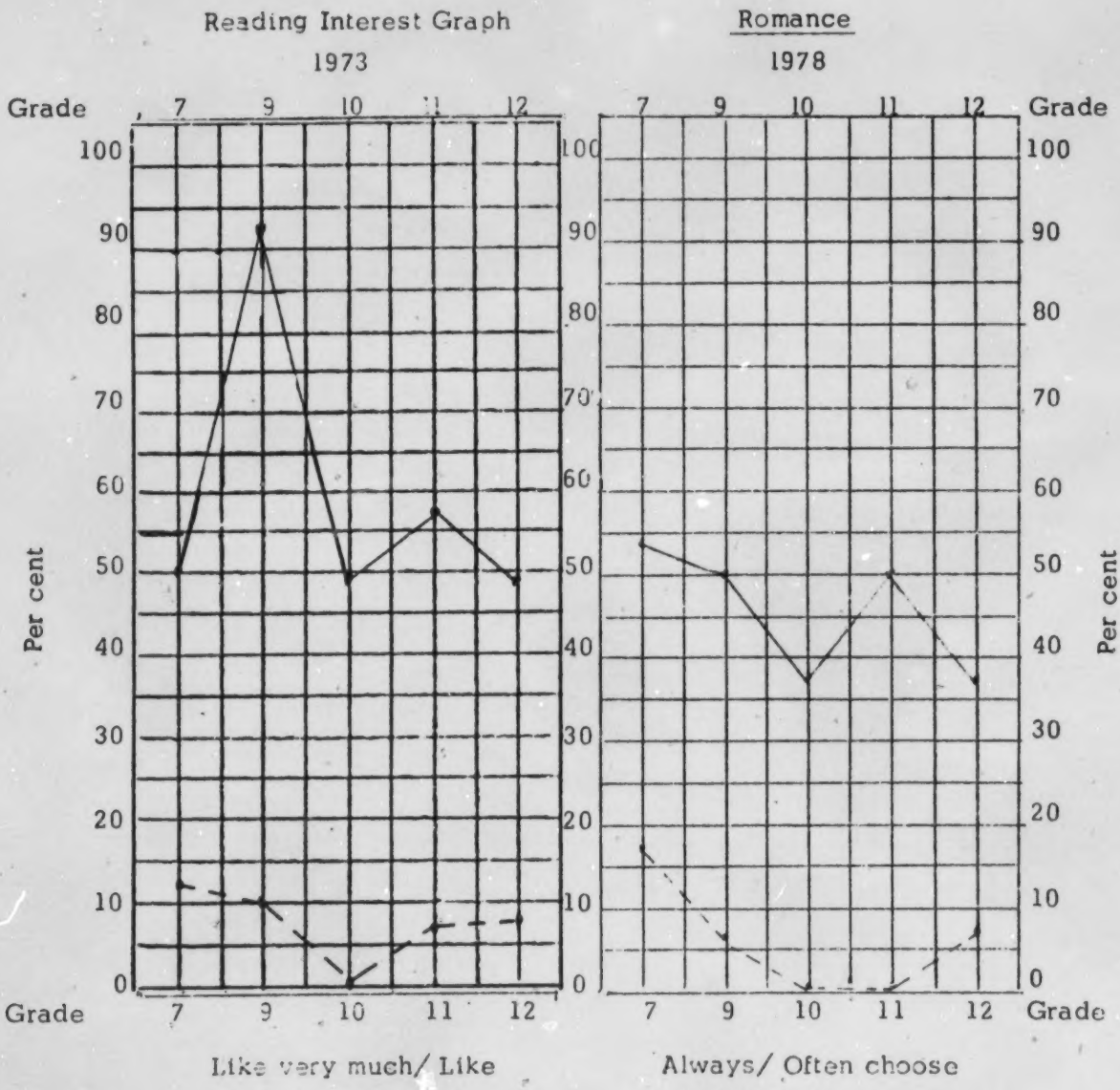
In 1973 boys ranked Humor as their number one interest. In 1978 the boys' choices were not as strong, but for all grade levels, Humor never ranked below fourth. Girls also liked humorous books, but their preference was not quite as strong as the boys'. There was no correlation by grade between the 1973 and 1978 reading interest graphs.



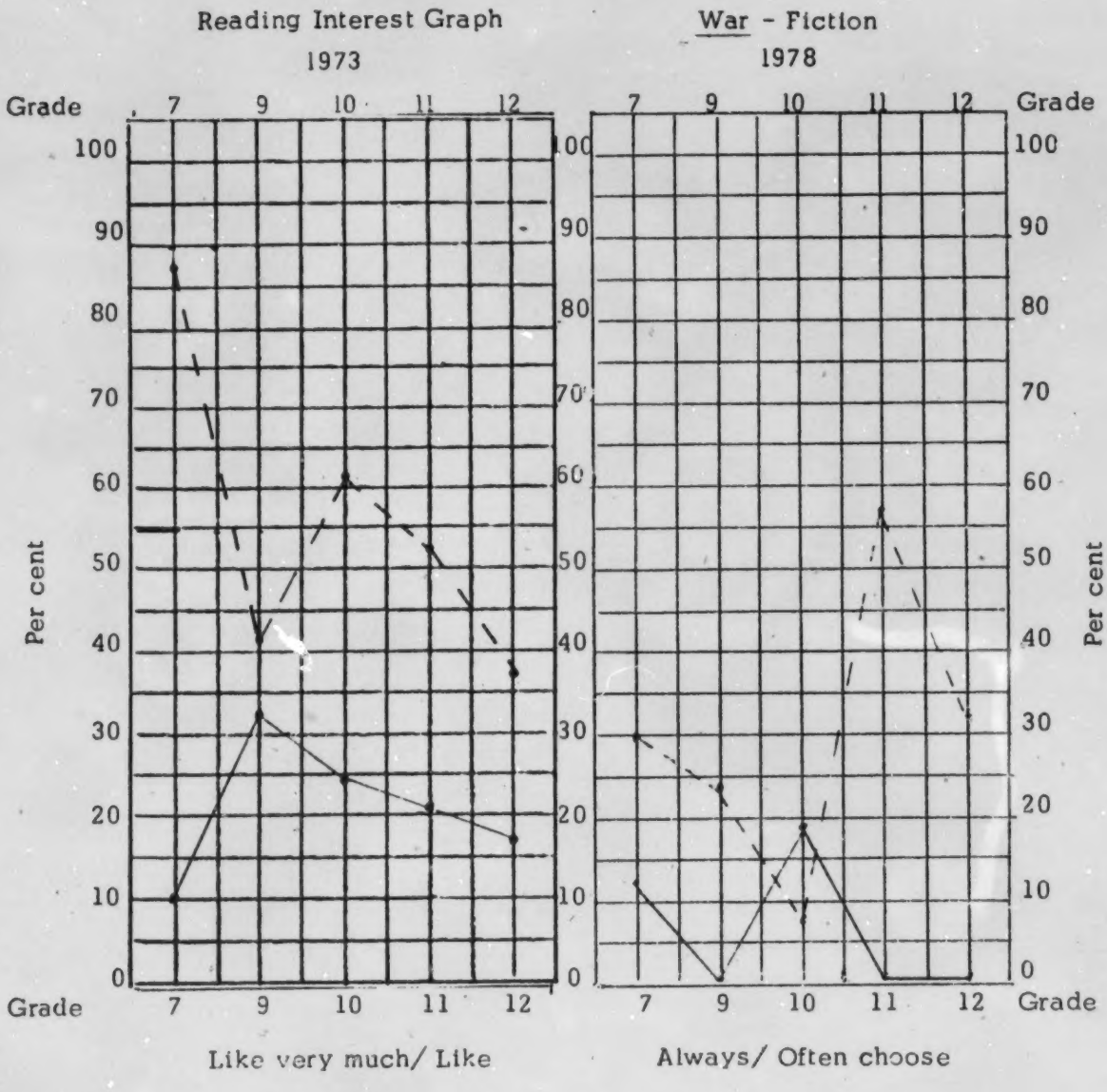
Mysteries are a favorite type of reading for most students. Even though there was no similarity between the 1973 and 1978 studies, girls in both surveys showed a strong interest/choice and ranked Mystery - Fiction among their top six choices. With the exception of 1978 twelfth graders boys also chose Mystery-Fiction, but not as much as girls. Their rankings of mystery were generally in the third-sixth range.



As might be expected, boys do not like stories of romance; the percentage scores and rankings were both on the bottom. Girls showed a moderate interest in stories of romance. The reading interest graph does show a similarity of patterns between the two surveys, although the girls rank ordering of this topic was not the same. In both years they ranked Romance between six and eleven except for a second ranking in 1973 by ninth graders.



War stories were of only moderate interest to boys and of low interest to girls. There was no relationship between the reading interest graphs for the two surveys, but there was general consistency in the rankings by both groups.



Conclusions

The hypothesis that reading interest/choice would remain consistent by grade between the two survey periods was not proven. In most cases there was little relationship between the 1973 and 1978 survey as shown in the reading interest graphs. Although the expected consistencies by grade were not evident it should be noted that general trends did remain the same. If students liked a topic in 1973, the same preference held true in 1978 although the strength of the interest varied. The graphs are of value only as an indication of trends of choice.

Rank Order and Curriculum Considerations

Classroom teachers should find the students' rank order of topics useful. The charts which follow are divided by grade, sex, year of survey, and fiction or nonfiction subjects. The subjects are listed numerically by the percentage of students who responded that they liked or chose each topic. Rank orders were then assigned. It should be noted that if both fiction and nonfiction were included in one list all topics ranked one through five would be fiction; no nonfiction topic was chosen by more than 71% of the students in 1978.

COMPARISON OF RANK ORDER

BOYS

GRADE 7

Nonfiction						Fiction					
1973		%	1978		%	1973		%	1978		%
1.	Applied Science	100	1.	Mythology	59	1.	Humor	100	1.	Humor	74
2.	Crafts	86	2.	Computers	48	1.	Mystery	100	2.	Science Fiction	53
2.	History	86	2.	Science	48	1.	Science Fiction	100	3.	Mystery	52
2.	Science	86	4.	Applied Science	45	4.	Adventure	88	4.	Adventure	48
5.	Hero Tales	71	5.	Crafts	41	4.	Historical	88	5.	Fantasy	45
5.	Mythology	71	5.	Nature	41	4.	War	88	6.	Sports	41
5.	Sports	71	7.	Hero Tales	40	7.	Boys	75	7.	Short Story	40
8.	Biographies of Men	57	8.	Sports	38	7.	Fantasy	75	8.	Classics	30
8.	Contemporary	57	9.	Folklore	34	9.	Classics	63	8.	Historical	30
8.	Folklore	57	10.	Art	33	9.	Families	63	8.	War	30
8.	Pets	57	11.	Aviation	26	9.	Other Lands	63	11.	Animals	23
8.	Prehistoric	57	11.	Contemporary	26	9.	Sports	63	12.	Girls	18
8.	Travel	57	11.	History	26	13.	Animals	50	12.	Gothic	18
14.	Nature	43	11.	Social Studies	26	14.	Contemporary	38	12.	Romance	18
14.	Religion	43	15.	Biographies of Women	23	15.	Girls	25	15.	Boys	15
14.	Social Studies	43	15.	Prehistoric	23	16.	Romance	13	15.	Contemporary	15
17.	Archeology	29	17.	Biographies of Men	22				15.	Other Lands	15
17.	Biographies of Women	29	18.	Religion	19				18.	Families	7
17.	Language	29	19.	Archeology	18						
17.	Poetry	29	19.	Language	18						
21.	Art	14	19.	Poetry	18						
21.	Music	14	22.	Black Studies	15						
23.	Black Studies	0	22.	Music	15						
			24.	Pets	14						
			25.	Travel	11						

COMPARISON OF RANK ORDER

BOYS

GRADE 9

Nonfiction						Fiction					
1973			1978			1973			1978		
		%			%			%			%
1.	Science	83	1.	Computers	34	1.	Humor	89	1.	Science Fiction	90
2.	Sports	67	2.	Mythology	31	2.	Science Fiction	79	2.	Humor	83
3.	Applied Science	63	2.	Travel	31	3.	Mystery	74	3.	Adventure	76
4.	Contemporary	61	4.	Sports	28	4.	Fantasy	70	3.	Fantasy	76
4.	Mythology	61	5.	Hero Tales	27	5.	Adventure	55	5.	Mystery	59
4.	Prehistoric	61	6.	Applied Science	24	5.	Historical	55	6.	Short Story	58
7.	Archeology	47	6.	Science	24	7.	Sports	53	7.	Sports	31
8.	History	44	8.	Aviation	21	8.	Other Lands	42	8.	Boys	24
9.	Folklore	41	9.	Biographies of Men	17	8.	War	42	8.	Girls	24
10.	Nature	39	9.	History	17	10.	Classics	30	8.	Other Lands	24
11.	Biographies of Men	37	9.	Nature	17	10.	Contemporary	30	8.	War	24
12.	Social Studies	33	9.	Social Studies	17	10.	Girls	30	12.	Animals	21
13.	Hero Tales	31	13.	Biographies of Women	14	13.	Boys	20	12.	Classics	21
14.	Crafts	29	13.	Crafts	14	14.	Romance	11	14.	Contemporary	17
15.	Language	28	15.	Folklore	13	15.	Animals	10	14.	Historical	17
15.	Religion	28	15.	Prehistoric	13	16.	Families	0	16.	Gothic	7
17.	Travel	22	17.	Art	10				16.	Romance	7
18.	Biographies of Women	18	17.	Music	10				18.	Families	0
19.	Black Studies	17	19.	Archeology	7						
19.	Pets	17	19.	Contemporary	7						
19.	Poetry	17	19.	Language	7						
22.	Art	11	19.	Pets	7						
22.	Music	11	19.	Poetry	7						
			24.	Black Studies	3						
			25.	Religion	0						

COMPARISON OF RANK ORDER

BOYS

GRADE 10

Nonfiction				Fiction			
1973		1978		1973		1978	
	%		%		%		%
1. Prehistoric	83	1. Applied Science	38	1. Humor	92	1. Humor	61
2. Mythology	77	2. Contemporary	31	2. Adventure	84	1. Science Fiction	61
3. Applied Science	69	2. Social Studies	31	3. Historical	77	3. Mystery	51
3. Biographies of Men	69	4. Computers	30	3. Science Fiction	77	4. Fantasy	38
3. Science	69	5. Biographies of Men	23	5. Classics	69	4. Short Story	38
6. Nature	62	5. Biographies of Women	23	5. Fantasy	69	6. Adventure	31
7. Archeology	54	5. Sports	23	5. Mystery	69	6. Classics	31
7. History	54	8. Black Studies	16	8. War	62	8. Historical	16
7. Sports	54	8. Nature	16	9. Sports	54	9. Other Lands	15
10. Biographies of Women	46	10. Crafts	15	10. Animals	38	10. Animals	8
10. Black Studies	46	10. History	15	11. Other Lands	23	10. Contemporary	8
10. Hero Tales	46	10. Mythology	15	12. Boys	15	10. Girls	8
13. Crafts	38	10. Science	15	12. Contemporary	15	10. Sports	8
13. Folklore	38	14. Archeology	8	14. Girls	8	10. War	8
13. Travel	38	14. Art	8	15. Families	0	15. Boys	0
16. Contemporary	31	14. Aviation	8	15. Romance	0	15. Families	0
16. Language	31	14. Language	8			15. Gothic	0
16. Social Studies	31	14. Music	8			15. Romance	0
19. Poetry	23	14. Religion	8				
19. Religion	23	20. Folklore	0				
21. Art	15	20. Hero Tales	0				
21. Music	15	20. Pets	0				
21. Pets	15	20. Poetry	0				
		20. Prehistoric	0				
		20. Travel	0				

COMPARISON OF RANK ORDER

BOYS

GRADE 11

Nonfiction						Fiction					
1973		%	1978		%	1973		%	1978		%
1.	Contemporary	74	1.	Biographies of Men	71	1.	Humor	87	1.	Adventure	100
2.	Biographies of Men	73	2.	Hero Tales	58	2.	Historical	80	2.	Short Story	86
2.	Mythology	73	3.	Applied Science	57	3.	Science Fiction	73	3.	Science Fiction	85
2.	Science	73	3.	Mythology	57	4.	Adventure	67	4.	Fantasy	72
5.	Biographies of Women	60	5.	Contemporary	43	5.	Mystery	66	4.	Humor	72
5.	Social Studies	60	5.	Crafts	43	6.	Sports	53	6.	Mystery	61
5.	Sports	60	5.	Folklore	43	6.	War	53	7.	Historical	57
8.	Black Studies	57	5.	Sports	43	8.	Classics	38	7.	Other Lands	57
9.	Applied Science	53	9.	Art	29	9.	Animals	27	7.	War	57
9.	History	53	9.	Biographies of Women	29	9.	Contemporary	27	10.	Animals	43
9.	Prehistoric	53	9.	Music	29	11.	Other Lands	26	10.	Classics	43
12.	Archeology	47	9.	Nature	29	12.	Boys	20	12.	Sports	29
13.	Hero Tales	40	9.	Science	29	12.	Fantasy	20	13.	Contemporary	14
13.	Travel	40	14.	Archeology	28	14.	Families	13	13.	Families	14
15.	Crafts	34	14.	Aviation	28	14.	Girls	13	15.	Boys	0
16.	Art	33	14.	History	28	16.	Romance	7	15.	Girls	0
16.	Language	33	14.	Prehistoric	28				15.	Gothic	0
18.	Folklore	27	14.	Religion	28				15.	Romance	0
18.	Nature	27	14.	Social Studies	28						
18.	Pets	27	20.	Travel	17						
18.	Poetry	27	21.	Black Studies	14						
22.	Religion	14	21.	Language	14						
23.	Music	13	21.	Pets	14						
			21.	Poetry	14						
			25.	Computers	0						

COMPARISON OF RANK ORDER

BOYS

GRADE 12

Nonfiction				Fiction			
1973		1978		1973		1978	
	%		%		%		%
1. History	62	1. Applied Science	50	1. Humor	77	1. Science Fiction	83
1. Mythology	62	1. Crafts	50	1. Science Fiction	77	2. Adventure	67
1. Science	62	3. Science	42	3. Adventure	69	3. Fantasy	58
4. Contemporary	54	4. Computers	41	4. Fantasy	62	3. Humor	58
4. Language	54	4. Mythology	41	4. Mystery	62	5. Classics	50
6. Applied Science	46	6. Art	33	6. Historical	38	5. Short Story	50
6. Social Studies	46	6. History	33	6. Sports	38	7. War	33
8. Prehistoric	38	8. Archeology	25	6. War	38	8. Historical	25
8. Sports	38	8. Contemporary	25	9. Classics	31	8. Mystery	25
10. Crafts	31	8. Music	25	9. Girls	31	10. Other Lands	17
11. Archeology	23	11. Biographies of Men	17	11. Boys	23	11. Animals	8
11. Biographies of Men	23	11. Folklore	17	11. Other Lands	23	11. Families	8
11. Biographies of Women	23	11. Hero Tales	17	13. Families	15	11. Romance	8
14. Black Studies	15	11. Religion	17	14. Contemporary	8	11. Sports	8
14. Folklore	15	11. Sports	17	14. Romance	8	15. Boys	0
14. Hero Tales	15	16. Poetry	16	16. Animals	0	15. Contemporary	0
14. Nature	15	16. Social Studies	16			15. Girls	0
14. Travel	15	18. Aviation	8			15. Gothic	0
19. Music	8	18. Language	8				
19. Religion	8	18. Nature	8				
21. Art	3	18. Prehistoric	8				
22. Pets	0	22. Biographies of Women	0				
22. Poetry	0	22. Black Studies	0				
		22. Pets	0				
		22. Travel	0				

COMPARISON OF RANK ORDER

GIRLS

GRADE 7

Nonfiction						Fiction			
1973		%	1978		%	1973	%	1978	%
1.	Biographies of Women	78	1.	Mythology	55	1. Classics	100	1. Mystery	84
2.	Biographies of Men	60	2.	Pets	46	2. Mystery	90	2. Humor	75
2.	Mythology	60	3.	Hero Tales	42	3. Adventure	82	3. Short Story	71
2.	Poetry	60	4.	Crafts	41	4. Families	80	4. Fantasy	67
5.	Folklore	56	5.	Biographies of Women	37	5. Humor	70	5. Adventure	66
6.	Hero Tales	44	6.	Sports	34	5. Other Lands	70	6. Girls	63
7.	History	40	7.	Biographies of Men	33	7. Animals	64	7. Romance	54
7.	Pets	40	7.	Music	33	8. Boys	60	7. Science Fiction	54
7.	Travel	40	7.	Nature	33	8. Fantasy	60	9. Animals	50
10.	Crafts	33	10.	Folklore	29	8. Girls	60	9. Families	50
11.	Archeology	30	10.	History	29	11. Historical	50	11. Boys	46
11.	Music	30	12.	Religion	27	11. Romance	50	11. Contemporary	46
11.	Prehistoric	30	13.	Language	25	11. Science Fiction	50	13. Gothic	37
11.	Religion	30	13.	Science	25	14. Contemporary	18	14. Other Lands	30
15.	Applied Science	20	15.	Poetry	21	15. Sports	10	14. Sports	30
15.	Art	20	15.	Social Studies	21	15. War	10	16. Classics	29
15.	Black Studies	20	15.	Travel	21			16. Historical	29
15.	Contemporary	20	18.	Archeology	17			18. War	13
15.	Nature	20	18.	Art	17				
15.	Science	20	18.	Contemporary	17				
21.	Language	10	21.	Black Studies	13				
21.	Sports	10	22.	Prehistoric	12				
23.	Social Studies	0	23.	Applied Science	8				
			23.	Aviation	8				
			23.	Computers	8				

COMPARISON OF RANK ORDER

GIRLS

GRADE 9

Nonfiction						Fiction					
1973		%	1978		%	1973		%	1978		%
1.	Biographies of Women	60	1.	Mythology	50	1.	Mystery	100	1.	Mystery	88
2.	Archeology	57	2.	Crafts	39	2.	Adventure	93	2.	Adventure	83
2.	Prehistoric	57	3.	Folklore	34	2.	Romance	93	3.	Humor	78
4.	Art	53	4.	Nature	33	4.	Animals	80	4.	Fantasy	72
4.	Biographies of Men	53	5.	Biographies of Men	28	4.	Classics	80	5.	Science Fiction	67
6.	Black Studies	50	5.	Biographies of Women	28	4.	Humor	80	6.	Short Story	56
6.	Music	50	5.	Hero Tales	28	7.	Contemporary	69	7.	Classics	51
6.	Religion	50	5.	Pets	28	8.	Families	67	8.	Romance	50
6.	Science	50	5.	Poetry	28	8.	Fantasy	67	9.	Other Lands	45
10.	Crafts	47	10.	Archeology	23	10.	Historical	60	10.	Girls	39
11.	Folklore	40	10.	Travel	23	11.	Science Fiction	56	11.	Animals	34
11.	History	40	12.	Art	17	12.	Boys	53	12.	Gothic	28
13.	Contemporary	36	12.	Music	17	12.	Girls	53	12.	Historical	28
13.	Mythology	36	12.	Science	17	14.	Other Lands	40	14.	Boys	22
13.	Poetry	36	12.	Sports	17	15.	Sports	33	14.	Families	22
13.	Sports	36	16.	Black Studies	12	15.	War	33	14.	Sports	22
13.	Travel	36	16.	Contemporary	12				17.	Contemporary	17
18.	Applied Science	33	16.	Language	12				18.	War	0
18.	Hero Tales	33	19.	Applied Acience	11						
20.	Language	27	19.	Prehistoric	11						
21.	Nature	21	19.	Religion	11						
21.	Social Studies	21	22.	History	6						
23.	Pets	19	22.	Social Studies	6						
			24.	Aviation	0						
			24.	Computers	0						

COMPARISON OF RANK ORDER

GIRLS

GRADE 10

Nonfiction						Fiction			
1973			1978			1973		1978	
		%			%		%		%
1.	Archeology	75	1.	Folklore	44	1.	Adventure	92	1. Short Story	63
1.	Art	75	1.	History	44	2.	Mystery	82	2. Historical	57
1.	Biographies of Men	75	3.	Biographies of Women	38	3.	Fantasy	75	2. Humor	57
1.	History	75	4.	Biographies of Men	37	3.	Historical	75	4. Fantasy	56
1.	Mythology	75	5.	Mythology	32	5.	Humor	67	5. Adventure	51
6.	Biographies of Women	73	5.	Social Studies	32	6.	Classics	58	5. Mystery	51
6.	Folklore	73	7.	Music	31	6.	Other Lands	58	5. Other Lands	51
8.	Language	58	7.	Poetry	31	6.	Science Fiction	58	8. Science Fiction	44
8.	Religion	58	7.	Travel	31	9.	Animals	50	9. Romance	38
10.	Crafts	50	10.	Language	26	9.	Romance	50	10. Classics	31
10.	Nature	50	10.	Sports	26	11.	Contemporary	33	11. Girls	29
12.	Hero Tales	45	12.	Archeology	25	12.	Boys	25	11. Gothic	29
13.	Contemporary	42	12.	Contemporary	25	12.	War	25	13. Contemporary	25
13.	Music	42	12.	Crafts	25	14.	Girls	17	14. War	19
13.	Pets	42	12.	Hero Tales	25	14.	Sports	17	15. Sports	13
13.	Prehistoric	42	12.	Religion	25	16.	Families	8	16. Animals	6
13.	Science	42	17.	Art	19				16. Boys	6
13.	Travel	42	17.	Pets	19				16. Families	6
19.	Poetry	33	19.	Applied Science	13					
19.	Social Studies	33	19.	Black Studies	13					
21.	Black Studies	25	19.	Nature	13					
21.	Sports	25	19.	Science	13					
23.	Applied Science	17	23.	Prehistoric	12					
			24.	Aviation	0					
			24.	Computers	0					

COMPARISON OF RANK ORDER

GIRLS

GRADE 11

Nonfiction						Fiction					
1973		%	1978		%	1973		%	1978		%
1.	Biographies of Men	72	1.	Art	50	1.	Humor	95	1.	Adventure	84
1.	Mythology	72	1.	Folklore	50	2.	Classics	79	2.	Humor	83
1.	Poetry	72	1.	Poetry	50	2.	Historical	79	3.	Classics	67
4.	Biographies of Women	71	4.	Biographies of Men	34	4.	Fantasy	74	3.	Science Fiction	67
4.	Folklore	71	4.	Biographies of Women	34	4.	Mystery	74	3.	Short Story	67
6.	Contemporary	67	4.	Hero Tales	34	6.	Contemporary	68	6.	Contemporary	50
6.	Language	67	4.	Language	34	6.	Other Lands	68	6.	Fantasy	50
8.	History	61	4.	Mythology	34	8.	Adventure	64	6.	Historical	50
9.	Prehistoric	56	4.	Nature	34	9.	Romance	58	6.	Mystery	50
10.	Religion	50	4.	Sports	34	10.	Animals	53	6.	Romance	50
11.	Art	44	11.	History	33	10.	Families	53	11.	Families	34
11.	Black Studies	44	11.	Music	33	12.	Boys	37	11.	Sports	34
11.	Social Studies	44	11.	Science	33	13.	Science Fiction	35	13.	Gothic	33
11.	Travel	44	14.	Applied Science	17	14.	Girls	32	13.	Other Lands	33
15.	Crafts	41	14.	Archeology	17	15.	Sports	26	15.	Animals	17
15.	Hero Tales	41	14.	Crafts	17	16.	War	21	15.	Girls	17
17.	Archeology	39	14.	Pets	17				17.	Boys	0
17.	Music	39	14.	Prehistoric	17				17.	War	0
17.	Nature	39	14.	Religion	17						
20.	Pets	33	14.	Social Studies	17						
20.	Science	33	14.	Travel	17						
22.	Sports	28	22.	Aviation	0						
23.	Applied Science	16	22.	Black Studies	0						
			22.	Computers	0						
			22.	Contemporary	0						

COMPARISON OF RANK ORDER

GIRLS

GRADE 12

Nonfiction						Fiction			
1973		%	1978		%	1973	%	1978	%
1.	Folklore	86	1.	Poetry	63	1. Science Fiction	92	1. Humor	88
2.	Mythology	79	2.	Mythology	50	2. Fantasy	83	1. Mystery	88
3.	Biograhies of Men	71	3.	Art	38	3. Classics	75	3. Fantasy	76
3.	Biograhies of Women	71	3.	Music	38	4. Adventure	67	3. Short Story	76
5.	Language	57	3.	Religion	38	4. Historical	67	5. Adventure	75
5.	Music	57	6.	History	26	4. Humor	67	6. Historical	63
7.	Contemporary	54	6.	Language	26	4. Mystery	67	7. Contemporary	51
8.	Archeology	50	6.	Travel	26	8. Contemporary	58	8. Classics	50
8.	Art	50	9.	Archeology	25	9. Other Lands	50	9. Other Lands	38
8.	Crafts	50	9.	Contemporary	25	9. Romance	50	9. Romance	38
8.	History	50	9.	Crafts	25	11. Animals	33	9. Science Fiction	38
8.	Poetry	50	9.	Folklore	25	12. Boys	25	12. Animals	25
8.	Travel	50	9.	Hero Tales	25	12. Girls	25	13. Girls	13
14.	Hero Tales	43	9.	Pets	25	14. Families	17	13. Sports	13
14.	Nature	43	9.	Sports	25	14. War	17	15. Families	8
14.	Religion	43	16.	Applied Science	13	16. Sports	8	16. Boys	0
14.	Science	43	16.	Biographies of Men	13			16. Gothic	0
18.	Black Studies	31	16.	Biographies of Women	13			16. War	0
19.	Prehistoric	29	16.	Science	13				
20.	Social Studies	23	20.	Aviation	0				
21.	Applied Science	21	20.	Black Studies	0				
22.	Pets	14	20.	Computers	0				
22.	Sports	14	20.	Nature	0				
			20.	Prehistoric	0				
			20.	Social Studies	0				

How can the teacher capitalize on student interest? How can the teacher use these interests as motivators? Even though students at all grade levels must study the social sciences, students did not indicate much interest in social science topics. The problem may be further complicated by the fact that the interests of boys and girls often differ or their interests peak at different ages. The following suggestions are made as tentative topics for study with the proviso that each class should be surveyed to ascertain the interests of that specific group.

The students in grades seven through ten showed little interest in the social sciences except in widely scattered instances; however, as students mature there seems to be more interest in the topic. Tenth graders, both boys and girls, stated that they often chose books about government and economics. It might be appropriate to assign outside reading dealing with this area of interest in the tenth grade. Boys from the tenth through the twelfth grade read about contemporary problems; girls do not choose this topic until they are in the twelfth grade. However, both eleventh and twelfth grade girls are interested in novels of contemporary life. Older students are interested in reading about their world. Boys and girls prefer that the information be presented in different formats. The teacher of a junior or senior level social studies course can take these preferences into account, provide materials of interest, and also meet the objectives of the curriculum.

The subjects History and Archeology interest seniors. A senior world history course which included a study of archeology should appeal to students. The range of materials available for supplementary reading, both fiction and nonfiction, is broad, and students have stated they often choose to read about these topics on their own.

Most boys and girls in grades nine through twelve chose novels set in other lands. The teacher can capitalize on this student interest in planning units about foreign countries. Girls and boys of this age also enjoy historical novels. The curriculum planner could incorporate both interests and assign historical novels set in the countries which are studied.

Boys and girls from the ninth to the eleventh grade read biographies. Students can be assigned to read about those people who lived during the historical period being studied. The teacher must remember that boys prefer biographies of men; girls will read biographies of either men or women, but prefer reading about the lives of women.

The traditional social studies curriculum does not take advantage of student interest at the time when that interest is strongest. Seventh and ninth grade interests are too scattered to be planned for in the curriculum; in the tenth grade students are interested in social studies, biographies, novels set in other lands and historical fiction. Eleventh graders choose biographies, novels set in other lands, and historical fiction. It is only at the senior level that there is a really strong interest in the social sciences when students choose books about history, archeology, contemporary problems, novels set in other lands, and historical fiction. It is at this point that the interest of both boys and girls is highest.

Three topics of scientific study are chosen by boys at all levels: Applied Science, Computers, and Science. Girls do not choose to read about these subjects and rank them at the bottom of the scale. Girls' lack of interest in science presents the curriculum planner with problems because science courses are required in the high school curriculum. This poses a problem: Are the girls uninterested in reading about science for recreational purposes or are they uninterested in science as an academic discipline?

There is one class of nonfiction books about science which interests both boys and girls: Books about Nature--the study of insects, birds, and animals--chosen by students in grades seven, nine and eleven. The curriculum planner should consider this fact when deciding at which point this topic is to be placed in the science sequence. Since biographies are popular with most students in the ninth through the eleventh grades, the classroom teacher could provide students supplementary information concerning the history of science and the practical application of the scientific method by studying the lives of great scientists. The only other area of science where the interests of both sexes coincides is in the reading of science fiction. A teacher of science could ask students to read science fiction in order to see the laws of science applied and extrapolated into the future.

Literature is included in the English program with the types of materials presented in a sequence usually designed to enhance the students' understanding and enjoyment of literature. Often materials are selected without taking student interest into account. Boys and girls at all levels report that they like adventure and mystery stories. In addition, they like some humor and fantasy in their reading. Since they choose the short story as their favorite genre, curriculum developers should take advantage of that interest and see that the short stories taught take into account these interests. The following shows at which grades both boys and girls indicated they often chose these types of books.

7th	9th	10th	11th	12th
Folklore Hero Tales	Biographies of Men Hero Tales	Biographies of Men Biographies of Women	Biographies of Men Biographies of Women Folklore Hero Tales	Classics

Other types of reading are popular with the members of one sex, but not the other. For example, girls in grades nine through twelve often read Poetry, but boys do not. The curriculum planner might take such differences into consideration when planning a program. It is probably not possible to devise a curriculum which will include materials that appeal to all students at all times; however, the inclusion of as many interesting topics as possible should aid student motivation and enjoyment.

Boys and girls do not choose to read about the fine arts until they are in the eleventh and twelfth grades, and the girls' interest is stronger than the boys'. The teacher of art or music will probably find that students enrolled in these courses are more interested in performance than in reading about the subject. The teacher and the school librarian could identify materials for upper level students which would enhance their understanding and appreciation of art and music. Since student interest in art and music is strongest in the eleventh and twelfth grades, the curriculum planner should not introduce a formal study of these topics until that time.

Most physical education programs are based on skill building and participation. Both boys and girls express a moderately strong interest in nonfiction about sports. However, students do not see a relationahip between the sports books they read for enjoyment and their physical education classes. Instructional units can be designed which include classroom skill-building and reading which relates to those skills. Such an approach might be especially useful for those students who, for a limited time, cannot actively participate in physical education. Only boys in grades seven through ten indicate any strong interest in sports fiction. Use of this type of material will be limited.

The preceding discussion can serve only as a guide. Choices may vary from

those reported here and from class to class. However, the curriculum planner who is aware of student interests and makes allowances for these preferences in planning courses and materials to be used should find that students are more willing to do the assigned reading.

INFLUENCES OF CURRICULUM ON INTEREST

Does what is studied in the classroom influence reading choice? Does the teacher influence choice? We have no way of measuring this. There are several graphs which may furnish clues. The social studies program at University High School was quite different in 1973 and 1978. The program in 1973 was tightly organized, the teachers extremely knowledgeable and demanding. The seventh grade program included a 9 week study of the family, contemporary and historical. Stories about families were read in English class at the same time. The ninth grade social studies program included a unit on archeology and the prehistoric world. The tenth graders studied world history. The eleventh grade curriculum devoted a large segment to the study of Blacks and their contributions to American culture. The emphasis in the senior level elective was world problems. By 1978 an entirely new program had been instituted and the emphasis was on values clarification rather than the more traditional history program. Although the sophomores studied world history and the juniors U.S. history the students were not required to understand the time periods studied, but to react to and define the values underlying the historical situation under study. In 1973, experienced teachers who controlled the learning environment and maintained a formal student/teacher relationship were responsible for curriculum planning and classroom instruction. The teachers in 1978 were young, often inexperienced, graduate students. Their teaching style was informal and the students often regarded their teachers as friends rather than authority figures.

The reading graphs for Families (p.35), Archeology (p.14), History (p.13), Social Studies (p.17), and Contemporary Problems (p.18) show significant differences between 1973 and 1978. In all cases the 1973 students liked these subjects more than the 1978 students. What factor(s) caused the change? Teen-age fads? The change in curriculum? The differences in teachers or teaching methods? Was the already present interest of the students used as a motivating factor by the teachers in 1973 or did the teachers kindle the interest? We do not know.

The English curriculum in 1973 and 1978 was much the same. More Black literature was included in 1973, especially in the tenth grade. The decrease in interest in Black Studies could be a reflection of the outside world or the changing curricular emphasis in both English and Social Studies.

Tenth graders study mythology in conjunction with their reading of the Odyssey. The reading interest graph (p.25) shows a large difference in the percentage of students who liked/chose to read myths. In 1973 interest in myths was highest at the tenth grade, in 1978 interest was lowest at the tenth grade. At all grade levels interest in mythology was higher in 1973 than in 1978. If the curriculum was the same, what influenced the change in interest? Factors not related to the classroom? A different teacher?

Differences in student interest can also be seen in the Poetry graph (p.31). The seventh grade English program included a unit on poetry. If the curriculum was the same in 1973 and 1978 what caused the significant difference in student interest? The method of presentation? Outside influences? The teacher? The eleventh grade curriculum includes a study of the sonnet. Eleventh grade girls, both in 1973 and 1978, chose to read poetry. Does the curriculum cause this interest or are other factors influencing their choice?

An aesthetics program was part of the curriculum for seventh graders in 1973. This curriculum had been in use for five years. The program emphasized

experience in, and appreciation of, the fine and applied arts. Much of the experience in art and vo-tech can be defined as craft work. The aesthetics program was dropped in 1974. Presently, independent, rather than interrelated art, music, and vo-tech classes are taught. Some appreciation and history is included in the art and music programs, but the emphasis is on performance. Different faculty members were responsible for instruction in 1973 and 1978.

Americans regard interest in art and music as a feminine trait and this is borne out by the graphs for Art (p.29) and Music (p.30). Girls in 1973 and 1978 showed a stronger interest in these subjects than boys. The aesthetics program kindled an interest which is reflected in the girls' 1973 reading interest graphs. Although their interest was not strong as seventh graders, this interest grew throughout their school career. The return to a more traditional art/music program in 1974 is also reflected in the 1978 survey. These girls were not as interested in art and music and less often chose to read about these subjects. The aesthetics program may have had a detrimental effect on the boys' reading interest. Their interest in these two subjects was lower in 1973 than in 1978.

The vo-tech and art components of the aesthetics program encouraged student participation in crafts. The 1973 graph (p.38) reflects the boys' interest in crafts and hobbies. The seventh grade girls were not as interested in crafts, but as they grew older their interest in reading about this subject increased.

The aesthetics program apparently influenced girls to read about art and music, and, to a certain extent, crafts and hobbies. Boys were not influenced by the program, except seventh graders who chose to read about crafts. The students in the 1978 survey who had no experience with the aesthetics curriculum indicated less interest than the students in the 1973 survey who had.

We do not know how much influence the curriculum or the individual teacher has on reading choice, but it would appear that there is a relationship between

them. It is important for those who work with young adults to consider their reading interests when planning and to present unfamiliar subject areas in a manner which will enhance rather than deaden interest.

SUMMARY

The hypothesis on which this survey was based was not proven. There were large changes in reading interest/choice patterns between the two survey periods which cannot be accounted for because of differences in the population surveyed. Student characteristics of age, intelligence, sex-ratio and socio-economic background were the same. Although there is little relationship in percentage patterns as illustrated in the reading interest graphs there is some consistency in general trends as indicated in the rank order charts. Topics which were popular in 1973 were popular in 1978, but the strength of student interest varied.

In the past we have accepted studies such as those of Norvell as a guide to the topics which should be presented in the classroom and books which should be purchased for the library. Only by knowing our students, talking to them, observing, and surveying their choices can we build a program that will not only meet the objectives of the curriculum, but be of interest to the students.

Two other factors in reading choice must be kept in mind when planning for the young adults: 1) Students prefer fiction to nonfiction, and 2) Choice is more dependent on sex than age. Above all we must remember that the only thing consistent about students' choices is their inconsistency.

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Appendix I

LIBRARY SURVEY

We need your help in order to provide the kinds of material you like to read. What kinds of books do you like to read when you are free to choose something for leisure (not assigned) reading? Using the following scale, please rate each kind of literature by your interest in it.

a.) I always read this kind of book

b.) I often read this kind of book

c.) I seldom read this kind of book

d.) I never read this kind of book

How do you feel about the following types of fiction books?

1. Adventure
2. Animals
3. Boys
4. Contemporary life
5. Classics
6. Families
7. Fantasy
8. Girls
9. Gothic novels
10. Historical fiction
11. Humor
12. Other lands
13. Mystery
14. Romance
15. War
16. Science fiction
17. Short stories
18. Sports

How do you feel about the following types of nonfiction books?

19. Applied science (including engines, machines, space travel)
20. Archeology (exploring ancient civilizations)
21. Art (famous painting, how to draw, etc.)
22. Aviation
23. Biographies of men
24. Biographies of women
25. Black Studies
26. Computers
27. Contemporary problems (war, poverty, etc.)
28. Crafts and hobbies
29. Folklore
30. Hero tales
31. History
32. Language (origin of words, books in other languages)
33. Mythology (myths and legends)
34. Music (instruments, songs, etc.)
35. Nature study (insects, birds, animals, etc.)
36. Pets
37. Poetry
38. Prehistoric world
39. Religions (Bible, other religions)
40. Science (astronomy, chemistry, rocks, etc.)
41. Sports
42. Travel (other lands)
43. Social studies (government, economics, etc.)

Appendix II
Alphabetical List of Topics with Rank Order

BOYS NONFICTION

YEAR	73		78	73		78	73		78	73		78	73		78	
NUMBER	12		27	21		29	15		13	16		7	15		12	
GRADE		7 (*)			9 (*)			10 (*)			11 (*)			12 (*)		Combined 78
Applied Science	1	(3)	4	3	(4)	6	3	(1)	1	9	(3)	3	6	(1)	1	1
Archeology	17	(16)	19	7	(16)	19	7	(13)	14	12	(15)	15	11	(7)	8	18
Art	21	(8)	10	22	(14)	17	21	(13)	14	16	(10)	10	21	(5)	6	12
Aviation			11			8			14			15			18	16
Biographies of Men	8	(14)	17	11	(6)	9	3	(4)	5	2	(1)	1	11	(10)	11	6
Biographies of Women	17	(12)	15	18	(10)	13	10	(4)	5	5	(10)	10	11	(20)	22	17
Black Studies	23	(19)	22	19	(21)	24	10	(7)	8	8	(20)	21	14	(20)	22	24
Computers			2			1			3			25			4	5
Contemporary Problems	8	(9)	11	4	(16)	19	16	(2)	2	1	(6)	6	4	(7)	8	9
Crafts	2	(4)	5	14	(10)	13	13	(9)	10	15	(6)	6	10	(1)	1	3
Folklore	8	(7)	9	9	(12)	15	13	(18)	20	18	(6)	6	14	(10)	11	14
Hero Tales	5	(5)	7	13	(3)	5	10	(18)	20	13	(2)	2	14	(10)	11	8
History	2	(9)	11	8	(6)	9	7	(9)	10	9	(15)	15	1	(5)	6	10
Language	17	(16)	19	15	(16)	19	16	(13)	14	16	(20)	21	4	(17)	18	22
Music	21	(19)	22	22	(14)	17	21	(13)	14	23	(10)	10	19	(7)	8	21
Mythology	5	(1)	1	4	(1)	2	2	(9)	10	2	(3)	3	1	(4)	4	2
Nature	14	(4)	5	10	(6)	9	6	(7)	8	18	(10)	10	14	(17)	18	13
Pets	8	(20)	24	19	(16)	19	21	(18)	20	18	(20)	21	22	(20)	22	25
Poetry	17	(16)	19	19	(16)	19	19	(18)	20	18	(20)	21	22	(15)	16	22
Prehistoric	8	(12)	15	4	(12)	15	1	(18)	20	9	(15)	15	8	(17)	18	19
Religion	14	(15)	18	15	(22)	25	19	(13)	14	22	(15)	15	19	(10)	11	19
Science	2	(2)	2	1	(4)	6	3	(9)	10	2	(10)	10	1	(3)	3	4
Social Studies	14	(9)	11	12	(6)	9	16	(2)	2	5	(15)	15	6	(15)	16	11
Sports	5	(6)	8	2	(2)	4	7	(4)	5	5	(6)	6	8	(10)	11	7
Travel	8	(21)	11	17	(1)	2	13	(18)	20	13	(3)	3	14	(20)	22	15

(*) Rank order without new topics

Alphabetical List of Topics with Rank Order

BOYS FICTION

YEAR	73		78	73		78	73		78	73		78	73		78	
NUMBER	12		27	21		29	15		13	16		7	15		12	
GRADE		7 (*)			9 (*)			10 (*)			11 (*)			12 (*)		Combined 78
Adventure	4	(4)	4	5	(3)	3	2	(5)	6	4	(1)	1	3	(2)	2	3
Animals	13	(10)	11	15	(11)	12	10	(9)	10	9	(9)	10	16	(10)	11	12
Boys	7	(13)	15	13	(7)	8	12	(14)	15	12	(14)	15	11	(14)	15	15
Classics	9	(7)	8	10	(11)	12	5	(5)	6	8	(9)	10	9	(5)	5	7
Contemporary Life	14	(13)	15	10	(13)	14	12	(9)	10	9	(12)	13	14	(14)	15	13
Families	9	(16)	18	16	(18)	18	15	(14)	15	14	(12)	13	13	(10)	11	17
Fantasy	7	(5)	5	4	(3)	3	5	(4)	4	12	(3)	4	4	(3)	3	4
Girls	15	(11)	12	10	(7)	8	14	(9)	10	14	(14)	15	9	(14)	15	14
Gothic			12			16			15			15			15	18
Historical	4	(7)	8	5	(13)	14	3	(7)	8	2	(6)	7	6	(7)	8	9
Humor	1	(1)	1	1	(2)	2	1	(1)	1	1	(3)	4	1	(3)	3	2
Mystery	1	(3)	3	3	(5)	5	5	(3)	3	5	(5)	6	4	(7)	8	6
Other Lands	9	(13)	15	8	(7)	8	11	(8)	9	11	(6)	7	11	(9)	10	10
Romance	16	(11)	12	14	(14)	16	15	(14)	15	16	(14)	15	14	(10)	11	16
Science Fiction	1	(2)	2	2	(1)	1	3	(1)	1	3	(2)	3	1	(1)	1	1
Short Stories			7			6			4			2			5	5
Sports	9	(6)	6	7	(6)	7	9	(9)	10	6	(11)	12	6	(10)	11	11
War	4	(7)	8	8	(7)	8	8	(9)	10	6	(6)	7	6	(6)	7	8

(*) Rank order without new topics

Alphabetical List of Topics with Rank Order

GIRLS NONFICTION

YEAR	73		78	73		78	73		78	73		78	73		78	
NUMBER	14		24	16		18	12		16	20		6	13		8	
GRADE	7	(*)		9	(*)		10	(*)		11	(*)		12	(*)		Combined 78
Applied Science	15	(23)	23	18	(19)	19	23	(19)	19	23	(14)	14	21	(16)	16	20
Archeology	11	(18)	18	2	(10)	10	1	(12)	12	17	(14)	14	8	(9)	9	16
Art	15	(18)	18	4	(12)	12	1	(17)	17	11	(1)	1	8	(3)	3	9
Aviation			23			24			24			22			20	24
Biographies of Men	2	(7)	7	4	(5)	5	1	(4)	4	1	(4)	4	3	(16)	16	8
Biographies of Women	1	(5)	5	1	(5)	5	6	(3)	3	4	(4)	4	3	(16)	16	6
Black Studies	15	(21)	21	6	(16)	16	21	(19)	19	11	(22)	22	18	(20)	20	23
Computers			23			24			24			22			20	24
Contemporary Problems	15	(18)	18	13	(16)	16	13	(12)	12	6	(22)	22	7	(9)	9	19
Crafts	10	(4)	4	10	(2)	2	10	(12)	12	15	(14)	14	8	(9)	9	7
Folklore	5	(10)	10	11	(3)	3	6	(1)	1	4	(1)	1	1	(9)	9	3
Hero Tales	6	(3)	3	18	(5)	5	12	(12)	12	15	(4)	4	14	(9)	9	4
History	7	(10)	10	11	(22)	22	1	(1)	1	8	(11)	11	8	(6)	6	10
Language	21	(13)	13	20	(16)	16	8	(10)	10	6	(4)	4	5	(6)	6	12
Music	11	(7)	7	6	(12)	12	13	(7)	7	17	(11)	11	5	(3)	3	5
Mythology	2	(1)	1	13	(1)	1	1	(5)	5	2	(4)	4	2	(2)	2	1
Nature	15	(7)	7	21	(4)	4	10	(19)	19	17	(4)	4	14	(20)	20	15
Pets	7	(2)	2	23	(5)	5	13	(17)	17	20	(14)	14	22	(9)	9	11
Poetry	2	(15)	15	13	(5)	5	19	(7)	7	2	(1)	1	8	(1)	1	2
Prehistoric	11	(22)	22	2	(19)	19	13	(23)	23	9	(14)	14	19	(20)	20	21
Religion	11	(12)	12	6	(19)	19	8	(12)	12	10	(14)	14	14	(3)	3	13
Science	15	(13)	13	6	(12)	12	13	(19)	19	20	(11)	11	14	(16)	16	18
Social Studies	23	(15)	15	21	(22)	22	19	(5)	5	11	(14)	14	20	(20)	20	22
Sports	21	(6)	6	13	(12)	12	21	(10)	10	22	(4)	4	22	(9)	9	14
Travel	7	(15)	15	13	(10)	10	13	(7)	7	11	(14)	14	8	(6)	6	17

(*) Rank order without new topics

Alphabetical List of Topics with Rank Order

GIRLS FICTION

YEAR	73		78	73		78	73		78	73		78	73		78	
NUMBER	14		24	16		18	12		16	20		6	13		8	
GRADE		7 (*)			9 (*)			10 (*)			11 (*)			12 (*)		
Adventure	3	(4)	5	2	(2)	2	1	(4)	5	8	(1)	1	4	(4)	5	3
Animals	7	(8)	9	4	(10)	11	9	(14)	16	10	(13)	15	11	(11)	12	14
Boys	8	(10)	11	12	(12)	14	12	(14)	16	10	(15)	17	12	(15)	16	17
Classics	1	(14)	16	4	(6)	7	6	(9)	10	2	(3)	3	3	(7)	8	8
Contemporary Life	14	(10)	11	7	(15)	17	11	(11)	13	6	(5)	6	8	(6)	7	11
Families	4	(8)	9	8	(12)	14	16	(14)	16	10	(10)	11	14	(14)	15	15
Fantasy	8	(3)	4	8	(4)	4	3	(3)	4	4	(5)	6	2	(3)	3	5
Girls	8	(5)	6	12	(9)	10	14	(10)	11	14	(13)	15	12	(12)	13	12
Gothic			13			12			11			13			16	13
Historical	11	(14)	16	10	(11)	12	3	(1)	2	2	(5)	6	4	(5)	6	9
Humor	5	(2)	2	4	(3)	3	5	(1)	2	1	(2)	2	4	(1)	1	1
Mystery	2	(1)	1	1	(1)	1	2	(4)	5	4	(6)	6	4	(1)	1	2
Other Lands	5	(12)	14	14	(8)	9	6	(4)	5	6	(12)	13	9	(8)	9	10
Romance	11	(6)	7	2	(7)	8	9	(8)	9	9	(5)	6	9	(8)	9	7
Science Fiction	11	(6)	7	11	(5)	5	6	(7)	8	13	(3)	3	1	(8)	9	6
Short Stories			3			6			1			3			2	4
Sports	15	(12)	14	15	(12)	14	14	(13)	15	15	(10)	11	16	(12)	13	16
War	15	(15)	18	15	(16)	18	12	(12)	14	16	(15)	17	14	(15)	16	18

(*) Rank order without new topics